

New Entrants - Year 1 Teacher

1 position: Long Term Reliever

Te Uho o te Nikau Primary School



Application and Information Pack

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Emailed as separate attachments:

- Application form
- Referees report

Timeline

The Te Uho o te Nikau Primary School Senior Leadership Team has set the following timeline for the appointment of the new staff member. Every effort will be made to keep to the following schedule in determining the successful candidate.

Timeline for the appointment of teachers/kaiako for Te Uho o te Nikau Primary School	
Gazette Advertisement on line	14 July 2020
Closing date for applications	Friday 7 August 2020 at 4:00 p.m.
Closing date for written referee reports	Friday 7 August 2020 at 4:00 p.m.
Short listing	Friday 14 August 2020
Interviews	The week of Monday 17 - Friday 21 August 2020
Appointments confirmed	24 - 28 August 2020
Position commences	Week 2, Term 4 Monday 18 October 2020

NB: earlier start may be possible for candidates with flexibility. Please note that this LTR position may extend into 2021 and with our continued school growth, may become a permanent position.

Te Uho o te Nikau Primary School Profile

Scale A Teachers	New Entrants - Year 6
Projected roll	550 students
Duties to commence	Term Four 2020
Applications close	7 August 2020

Te Uho o te Nikau Primary School reflects the latest concepts of design in education as it seeks to provide a flexible, learning environment to serve the rapidly growing Flat Bush community.

The key competencies form the foundation of teaching and learning, alongside a vision and values driven approach. Our school challenges traditional views of education with staff using excellent pedagogy to create effective learning opportunities for all students.

The leadership team collaborates to transform the board's vision into educational reality. The community takes an active part in the life of the school as strong community links form a supportive environment in which students grow.

The Importance of a Name “The Heart of the Nikau”

Background

Thoughts of a cultural concept for the bridges connecting the carpark to the school, a Nikau design plan was offered by Reuben Kirkwood of the local iwi Ngāi Tai ki Tāmaki. This then fed the narrative from which a new name grew.

Uho means (**noun**) heart (of a tree), pith of a tree, umbilical cord, core.

Phonetic pronunciation - “**Uhaw**”

Nikau - we refer to the rākau (tree) that once stood plentiful in the landscape now gone, struggling to survive in the growth, the expansion of Auckland.

Initial thoughts lead to the purpose of the tree, it’s structure. The Nikau, provided nourishment & shelter for the once many manu (birds), the analogy being the berries are the teachings and the manu are the tamariki (children).

Whakatauki (Proverb)

**Ko te manu e kai ana i te miro nōna te ngahere
Ko te manu e kai ana i te mātauranga nōna te ao**

*The bird that partakes of the miro berry reigns in the forest.
The bird that partakes in the power of knowledge has access to the World.*

No part of the tree was ever wasted, as with everything in te taiao (the environment) for Māori there was a use, a purpose for the varying elements of the Nikau. The leaves were used to thatch roofs - wharau āhuru, wharau mahana (comfortable & warm shelters). With this it weaves into the kōrero a name for the learning area for our tamariki hauā (disabled children) ‘Te Whārau (sheltered, protected, safe). They were also used to wrap food before cooking, to weave into hats, mats, baskets, and leggings for travelling through rough undergrowth.

Te Uho - the heart of the tree, references to the tamariki, the children, they are the heart of the school. The whenua & ancient kōrero of the iwi Ngāi Tai ki Tāmaki - stories handed down our connection to the whenua to the rohe (area) the umbilical cord, that which connects us to Papatūānuku from which the tree grows, upwards toward Ranginui who also provides nourishment for growth.

An ancient pā maunga in Clevedon named Nikau Pā Kāinga, a seasonal home of Ngāi Tai ki Tāmaki Rangatira (Chief) Tara Te Irirangi still has Nikau growing well. In relation to the Flat Bush area of today, from atop Nikau Pā it was once possible to glance across to our other maunga within the areas now known as Ormiston, Botany Downs, Dannemora, Highbrook, East Tāmaki areas being Te Puke o Tara (Taramainuku), Mātanginui and Te Puke i ake Rangī these were clearly visible to one another.

Mā te kōrero ka mōhio - Through discussion comes awareness
Mā te mōhio ka mārama - Through awareness comes understanding
Mā te mārama ka mātau - Through understanding comes knowledge
Mā te mātau ka ora - Through knowledge comes well being

Nā, Zaelene Maxwell-Butler
Ngāi Tai ki Tāmaki
Tihei Mauri Ora
2017

Information for Applicants

Thank you for applying for teaching position at Te Uho o te Nikau Primary School. Please ensure you have a copy of the appointment criteria and person specifications before completing this application.

1. Please complete this form personally. Read it through first and then answer all questions. Make sure you sign and date where indicated on the last page.
2. Attach curriculum *vitae* containing any additional information relevant to the position. If you include written references, please note that we may contact the writer of the reference.
3. Copies of qualification certificates should be attached. If successful in your application, you will be required to provide originals as proof of qualifications.
4. Failure to complete this application and answer all questions truthfully may result in any offer of employment being withdrawn or appointment being terminated if any information is later found to be false.
5. In terms of a Criminal Conviction, the Criminal Records (Clean Slate) Act 2004 provides certain convictions do not have to be disclosed providing:
 - You have not committed any offence within 7 (consecutive) years of being sentenced for the offence **and**
 - You did not serve a custodial sentence at any time (this would exclude serious offences such as murder, manslaughter, rape and causing serious bodily harm) **and**
 - The offence was not a specified offence (specified offences are in the main sexual in nature) **and**
 - You have paid any fine or costs

Custodial sentences include a sentence of preventive detention and corrective training. Non-custodial sentences include fines, reparation orders; community based sentences and suspended sentences. Please note that you are not obliged to disclose convictions if you are an eligible individual but can do so if you wish. If you are uncertain as to whether you are eligible contact the Ministry of Justice.
6. This application form and supporting documents received from the successful applicant will be held by the school. The successful applicant may access these documents in accordance with the provisions of the Privacy Act 1993.
7. CVs provided from non-successful applicants will not be returned, unless a stamped self-addressed envelope is provided. Application forms and CVs from non-successful applicants will be held until the appointments process is completed and then be destroyed.
8. All information collected from referees will be destroyed at the end of the selection process.
9. All information received will be confidential to Tumu Whakarae and the Board of Trustees.
10. Terms and conditions will be as set out in the Primary Teachers (including Deputy and Assistant Principal and other unit holders) Collective Agreement 2016 - 2018.
11. If you are selected for an interview, you may bring whanau and or support person at your own expense. Please advise if this is your intention.

If you have any queries, please contact the Leader of Learning at admin@tenikau.school.nz

Can you make marvellous mistakes while designing a programme where learners are part of the design?

Then come and help us build the future of Te Uho o te Nikau Primary School!

We offer you:

- a new principal and supportive ‘dream team’
- colleagues who embrace the cultural makeup of our school, enjoy a good laugh and working in a whānau-oriented environment
- an opportunity to contribute to designing our future-focused curriculum
- opportunities to develop your pedagogy through our PB4L and teaching as inquiry
- our forward-thinking board of trustees
- the learner at the heart of all decision making
- a learning community - the Flatbush 7 - surrounded by innovation
- strong learning culture that has a focus on teachers teaching and students learning
- a growing school in the midst of a local housing development
- a friendly, professional environment that is supported by a great community
- a dedicated staff in excellent facilities, with first-class resources and enthusiastic students

We are looking for extraordinary teachers who offer us:

Their Vision

- Can describe what teaching and learning might look like in a flexible learning environment promoting team teaching and inquiry based learning.
- Describes the importance of the link to the community in terms of student identity and maximising opportunities for all students.
- Possesses a global view of education and learning opportunities that are not confined to ‘four walls’.
- Values ecological sustainability.
- Supports their vision of education with connections to their own practice and research/professional development experiences.

Qualities

- Is a lifelong learner and problem solver.
- Displays passion, enthusiasm, and a will to see all students succeed.
- Supportive of all staff and their role in educating students.
- Has a sense of humour.
- Values social equity and making a positive difference for priority learners.
- Sees listening as an essential component of being a good communicator.
- Be part of a team that can create and sustain a new learning culture.
- Can build and maintain relevant and meaningful relationships with students, whānau, staff and community.
- Brings energy and resilience to the process of establishing a new school.

Practices

- Establishes and nurtures relationships with colleagues to strengthen teaching practices.
- Empowers students to become independent lifelong learners.
- Promotes the key competencies to enable learning to flourish.
- Uses student-focused data to inform practices.
- Collaborates with and contributes to the wider educational community.
- Promotes sustainable practices throughout the school.
- Commitment to tikanga Māori and the use of te reo.
- Teaching all levels from Year 1 - 6.
- Adapts teaching between class levels.
- Caters for students with English language learning through inclusive practice.

Work Experience

- Has an excellent understanding of the New Zealand Curriculum.
- Working knowledge of Te Whariki is a bonus!
- Proven experience as part of a team leading innovation.
- Be informed by research and pedagogy related to the realities of a modern school in New Zealand.
- Understands learning design which harnesses the rich capital that learners bring to school.
- Ability to build secure relationships with and among learners.
- Has appropriate training and registration.

Job Description

The Code of Professional Responsibility and Standards for the Teaching Profession articulate the expectations and aspirations of our teaching staff.

The Code sets out the high standards for ethical behavior that are expected of every teacher. The Standards describe the expectations of effective teaching practice.

**The potential of this position is only limited by
your imagination.**

All levels of experience are welcome to apply.