

3 February 2020

To the Applicant

Thank you for taking the time to consider a position at Bellevue School. We are a school focussed on self-improvement, quality teaching and learning, and setting up our students with the skills to be successful in the next step of their educational and personal pathways.



We are a decile five Primary School, set on spacious grounds in the Otumoetai suburb of Tauranga. Our students learn in well resourced classrooms with high quality, dedicated and passionate teachers. We have a large Montessori Unit on site, which adds to the special ethos of our school. Our current roll is approximately 400 children.

At Bellevue School we strive to:

- Establish an emotionally supportive environment where children can build on previous knowledge and work at their own level.
- Provide students with child-centered programmes that foster independent learning, challenge their curiosity, and promote creativity
- Respect cultural diversity and the Treaty of Waitangi
- Encourage the shared responsibility and involvement of children, parents, teachers and the wider community in the learning and development of our students

At Bellevue School, we promote and develop four key values across the curriculum. These values are displayed in our 'Growing Learners for Life' graphic. The four values Resourceful, Resilient, Respectful and Responsible are embedded in everything we do.

We seek a highly professional, and committed teacher, who is flexible, energetic and passionate about being the best teacher they can be. The vacancy exists in our senior school, in a fantastic Year 5 and 6 classroom, with 24 awesome children. An ability to build positive relationships with

senior students is essential. We are seeking skills and ability to differentiate learning for literacy and numeracy and a willingness to integrate curriculum through inquiry. At Bellevue school, we value educators who manage children positively and address issues with a restorative approach. We believe that honest, empathetic, learning centered home/school partnerships are essential ingredients of educational success. If you are a hard-working, passionate, collaborative teacher with a sense of humour, then we could be the school for you. Additional strengths in Inquiry Learning, E learning, Science and/or Music are also desirable but not essential. Visits are welcome.

Last year's charter and strategic plan can be viewed on our website-
www.bellevue.school.nz

The applications for this position close on **Wednesday 19 February** at 3pm. Applications are to include a CV and completed application form.

Short-listing and interviews will take place on **Wednesday 26th February**. We may also ask to observe shortlisted applicants in their current school context. The successful applicant will ideally join the Bellevue Team in Term Two.

If our great school sounds like a good fit for you, we would love to hear from you. You are welcome to visit us if you wish.

Kind regards

Melissa Nelson
Principal/Tumuaki



Bellevue School

PERSON SPECIFICATION

Professional Knowledge and Teaching Techniques

- Skilled teacher
- Instructional group teaching in Literacy and Numeracy (reading, writing and mathematics)
- Knowledge and understanding of NZC, Literacy and Mathematics Learning Progressions
- Curriculum Integration/Inquiry Learning
- Differentiates learning programmes for all learners
- Differentiated planning is completed ahead of time
- Uses standardised tools, data and formative assessment to inform planning
- Establishes a learning focussed classroom
- Develops student agency within the classroom
- Expects students to be active learners

Motivation of students and classroom management

- Empathy and ability to relate to Primary School aged children
- Ability to build and maintain strong relationships
- High expectations for all learners
- Proven ability to build a positive class culture and manage behaviour effectively
- Manages challenges with a restorative approach
- Passionate about students, teaching and learning
- Establishes and maintains regular contact with parents and whanau

Professional Conduct

- Strong, honest communicator
- Professional
- Team Player
- Initiative
- Committed
- Sense of humour
- Build positive relationships with all stakeholders
- Responds positively to challenge and a culture of continuous improvement.
- Commitment to building and maintaining relational trust
- Willingness and commitment to contribute to the corporate life of the school
- Commitment to the strategic direction of the School

Note: Fixed term management units may be available for leadership roles aligned to the strategic direction of the school.

At **Bellevue School**, we adhere to THE CODE OF PROFESSIONAL RESPONSIBILITY for New Zealand Teachers:

Commitment to the teaching profession

I will maintain public trust and confidence in the teaching profession by:

1. Demonstrating a commitment to providing high-quality and effective teaching
2. Engaging in professional, respectful and collaborative relationships with colleagues
3. Demonstrating a high standard of professional behaviour and integrity
4. Demonstrating a commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in the learning environment
5. Contributing to a professional culture that supports and upholds this code.

Commitment to learners

I will work in the best interests of learners by:

1. Promoting the wellbeing of learners and protecting them from harm
2. Engaging in ethical and professional relationships with learners that respect professional boundaries
3. Respecting the diversity of the heritage, language, identity and culture of all learners
4. Affirming Maori learners as tangata whenua and supporting their educational aspirations
5. Promoting inclusive practices to support the needs and abilities of all learners
6. Being fair and effectively managing my assumptions and personal beliefs.

Commitment to families and whanau

I will respect the vital role my learners' families and whanau play in supporting their children's learning by:

1. Engaging in relationships with families and whanau that are professional and respectful
2. Engaging families and whanau in their children's learning
3. Respecting the diversity of the heritage, language, identity and culture of families and whanau.

Commitment to society

I will respect my trusted role in society and the influence I have in shaping futures by:

1. Promoting and protecting the principles of human rights, sustainability and social justice
2. Demonstrating a commitment to a Tiriti o Waitangi based Aotearoa New Zealand
3. Fostering learners to be active participants in community life and engaged in issues important to the wellbeing of society.

Standards for the Teaching Profession

Standard	Elaboration of the standard	Performance expectations
<p>Te Tiriti o Waitangi partnership</p> <p>Demonstrate commitment to tangata whenua tanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.</p>	<ul style="list-style-type: none"> • Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand • Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi • Practise and develop the use of Te Reo and Tikanga Maori 	<ul style="list-style-type: none"> • Plans quality opportunities for students to learn and progressively build on Te Reo Maori • Provide opportunities for student to share and develop their understanding of tikanga Maori • Shows a commitment to improve own knowledge and understanding of Te Reo Maori, using correct pronunciation. • Acknowledges the particular ethnicity values and experiences of Maori and other ethnic groups of students. • Recognises and values the input of families/whanau to the school • Aspects of Te Reo & tikanga Maori are evident in classroom displays
<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>	<ul style="list-style-type: none"> • Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources. • 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. • Engage In professional learning and adaptively apply this learning in practice. • 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. • Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem solving and learning 	<ul style="list-style-type: none"> • Understands the cycle of teaching, learning and assessment • Demonstrates a sound knowledge and understanding of learning progressions, curriculum and achievement expectations for each year level. • Has high expectations for achievement and has a belief that the teachers can make a difference, regardless of prior achievement. • Long term planning describes appropriate learning pathways for groups of students based on assessment information and links to relevant curriculum documents. • Prepares lessons in advance of classes and in accordance with school standards. • Strategically plans instructional activities and resources that will help students to achieve learning goals.
<p>Professional relationships</p> <p>Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.</p>	<ul style="list-style-type: none"> • Engage in reciprocal, collaborative learning-focused relationships with: <ul style="list-style-type: none"> - learners, families and whanau, colleagues, support staff and other professionals - agencies, groups and individuals in the community. • Communicate effectively with others. • Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility. • Communicate clear and accurate assessment for learning and achievement information. 	<ul style="list-style-type: none"> • Takes a leading role in activities and events which benefit the school as a whole. • Takes full part in curriculum pod activities, showing initiative and fulfilling delegated tasks effectively. • Advises and mentors less experienced teachers on matters of professional knowledge.
<p>Learning-focused culture</p> <p>Develop a culture that is focused on learning,</p>	<ul style="list-style-type: none"> • Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning. 	<ul style="list-style-type: none"> • There is evidence that diversity is valued. • Creates a classroom culture that promotes active learning

<p>and is characterised by respect, inclusion, empathy, collaboration and safety.</p>	<ul style="list-style-type: none"> • Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks. • Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs. • Manage the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural and emotional safety. • Create an environment where learners can be confident in their identities, languages, cultures and abilities. • Develop an environment where the diversity and uniqueness of all learners are accepted and valued • Meet relevant regulatory, statutory and professional requirement 	<ul style="list-style-type: none"> • Plans lessons within an authentic context making explicit links to students prior knowledge, learning and experience. • Approaches classroom management as a means to an effective learning environment rather than a means to tight discipline and control. • Asks questions in ways that prompt deeper, more critical thinking • Sets clear consistent expectations so students are always aware of their potential for achievement. • Adheres to school-wide Behaviour Management Plan. • Ensures that students are provided with sufficient opportunities to learn including quality practise opportunities when the instructional focus is a new skill.
<p>Design for learning</p> <p>Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learners' strengths, interests, needs, identity language and cultures.</p>	<ul style="list-style-type: none"> • Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners. • 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. • Design and plan culturally responsive, evidence-based approaches that reflect the local community and Tiriti o Waitangi partnership in New Zealand. • Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners. • Design learning that is informed by national policies and priorities. 	<ul style="list-style-type: none"> • Understands the diagnostic possibilities of different assessment tools • Uses appropriate assessment tools effectively to monitor and discuss student progress and achievement. • Uses a range of approaches to assess progress and achievement. • Maintains up to date assessment records • Participates with students in setting of clear learning goals • Provide quality feedback/feedforward to students related to current learning across the curriculum • There is strong evidence of teacher presence in student books including robust teacher feedback • Plans and modifies teaching and learning programmes for individual students, groups of students and the class as a whole in response to assessment information. • Makes informed adjustments to teaching practice based on the impact it is having on the achievement of students.
<p>Teaching</p> <p>Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.</p>	<ul style="list-style-type: none"> • Teach in ways that ensure all learners are making sufficient progress, and monitor the extent and pace of learning, focusing on equity and excellence for all. • Specifically support the educational aspirations for Maori learners, taking shared responsibility for these learners to achieve educational success as Maori. • 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 that 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. 	<ul style="list-style-type: none"> • Instruction is based on teachers knowledge of learners and adapted or modified in response to needs of individuals • The appropriate level and nature of support is provided to meet the differing needs of students. • Scaffolds learning where necessary to help students engage with material they could not otherwise understand. • Uses a variety of instructional approaches. • Provides constructive feedback to students about their learning and achievement. • Uses a variety of technologies to support learning appropriate to the purpose and intention of the lessons. • Lessons are consistently varied and challenging. • Establishes clear and effective classroom routines to support learning and to maximize instructional time. • Maintains a well organised, tidy classroom. • Is seen by students as caring about their learning • Consistently maintaining a stimulating classroom environment that is student centred and reflects current learning.

