



Tātai ki te rangi



Application Information for Vacancy January, 2018



Kia ora

Thank you for your interest in one of the two teaching vacancies available at our school commencing January 2018.

1. Permanent Teacher
2. Fixed Term Teacher, covering Maternity Leave, January-December 2018

Successful applicants will teach a home group of delightful children at either Y1, Y2 or Y3-4 levels in a flexible learning environment.

The enclosed package sets out the responsibilities of teachers at Khandallah School and the personal attributes necessary to become a member of our learning focused team. There is also a description of the Khandallah School Community, an application form and Equal Employment Opportunity form.

Successful applicants will be an enthusiastic and responsive teacher with proven effective practice across the breadth and depth of the NZ Curriculum. High quality teaching, learning and formative assessment in an inquiring classroom will be hallmarks of practice.

They will embrace Te Reo Māori me ona tikanga, celebrate cultural diversity, model inclusion and integrate digital technology learning tools demonstrating sound understanding and the pedagogy that underpins these practices.

Our team works collaboratively to inspire all our children (Future Stars) and each other to be the very best we can be (Tātai ki te Rangi). We plan and teach together as we embrace the pedagogy that supports effective learning within flexible learning environments. Teachers are inquiring and reflective professionals who demonstrate genuine commitment to student wellbeing, learning and progress.

The ability to work in genuine partnership with school leadership, teaching colleagues, support staff and whanau to achieve our collective goals is essential. We are ongoing learners with a growth mind-set. Add in a sense of fun, an even temperament and a good dose of humour and you could be just the teacher we are looking for.

The quality of our team is enhanced by the talents and strengths of its individual members. Remember to tell us about the expertise and skills you possess and are prepared to share.

We look forward to receiving your application by 3pm Monday, 30th October, 2017. Please return

- A **fully completed** application form containing the names and full contact details of at least three referees who can attest to your teaching and personal attributes.
- A covering letter that **addresses the criteria** outlined in this package.

You may also send a relevant Curriculum Vitae.

Indicative timetable:

Applications close	Monday, 30 th October
Interviews	Friday, 3 rd November
Applicants notified by	Monday, 6 th November
Positions commence	January 2018

The interview panel will include the Principal and two members of the leadership team.

We look forward to hearing from you soon.

Nāku noa

A handwritten signature in blue ink that reads "LM Green". The signature is written in a cursive style and is set against a light yellow rectangular background.

Louise Green
Principal

Classroom Teachers

Classroom teachers at Khandallah School are highly valued for the professional knowledge and teaching expertise they bring to our learning-focused team. All teachers are expected and supported to develop further the effectiveness of their own teaching, learning and assessment practice through "teaching as inquiry" (NZC, p35) in order to help us achieve our vision of "inspiring future stars".

All staff and students at Khandallah School aspire to our whakatauki, gifted to us by the Whanau Support Group, "Tātai ki te rangi", Reach for the Sky. This means teachers are always striving to be the best we can be (Standards for the Teaching Profession) and as we demonstrate our commitment to the teaching profession, learners, parents/guardians and family/Whanau and society (Code of Professional Responsibility).

Teachers must be committed to developing sound and respectful professional relationships with learners, whanau and colleagues which enhance our collective ability to realise our vision.

Teachers at Khandallah School must also be willing and able to teach collaboratively and across Years 1-6 to ensure that future needs and interests of learners have priority in school organisation and operation.

Regular Tasks

- ★ Develop sound professional relationships with learners to create a respectful, inclusive and inquiring classroom environment
- ★ Effectively teach (nurture and inspire) children with diverse interests, strengths, talents and needs
- ★ Participate as a full, contributing, effective member of a collaborative planning and teaching team
- ★ Carry out assigned duties and meet school expectations and deadlines for planning, assessment and reporting
- ★ Attend all staff, syndicate and planning team meetings as well as parent engagement evenings
- ★ Participate in school-based professional learning and contribute positively and constructively to our professional learning community
- ★ Participate reflectively and as "inquirers into practice" in appraisal processes with a view to continuous improvement of own practice
- ★ Participate professionally, and in line with school expectations, meeting with students and their parents in conversations about learning and progress
- ★ Initiate, and/or respond in a timely and professional manner to requests from parents for meetings to discuss learning, behaviour and any other relevant matters, maintaining dignity and respect for all
- ★ Take part as a contributing member in school-wide curriculum activities
- ★ Take a contributing role within the corporate life of the school

Criteria for Appointment:

- ★ Passion and joy for teaching using an inquiring classroom approach.
- ★ Genuine concern for student well-being and holistic progress.
- ★ Commitment to promoting student voice through self-efficacy and agency.
- ★ Recognised and respected by students, colleagues, parents/carers and community through the ability to develop and maintain effective professional relationships focused on learning.
- ★ Demonstrable commitment to bi-culturalism, including use of Te Reo Maori me ona tikanga, within everyday practice.
- ★ Proven, effective, inquiring classroom practices based on the NZ Curriculum with continual effort to inquire into and improve own practice.
- ★ Ability to collaboratively and independently plan and implement quality learning programmes relevant to the diverse learning needs, abilities, talents and interests of students.
- ★ Effectiveness in progressing student achievement in literacy and numeracy.
- ★ Develop self-regulating learners through explicit instruction in learning strategies that enable students to take control of their learning and develop meta-cognitive skills.
- ★ Assessment practices that focus on improving student achievement and developing students' ability to assess their own learning.
- ★ Monitor and assess student progress through use of evidence; provide specific feedback to students to improve achievement and inform teaching decisions.
- ★ Maintain a positive, inclusive, caring classroom environment
- ★ Collaborate with others in the planning and teaching team to agree firm, fair, appropriate boundaries consistent with school-wide values and systems.
- ★ Use thinking strategies and the language of thinking as an integral part of practice.
- ★ Use ICT to support and facilitate learning and for administrative purposes.
- ★ Commitment to ongoing professional learning and full involvement in whole-school / team professional development.
- ★ Constructive contribution towards achieving school goals.
- ★ Involvement in the corporate life of the school.
- ★ Personal strengths and willingness to share these.

Personal Attributes

- ★ An in-depth knowledge of and ability to implement the New Zealand Curriculum
- ★ Knowledge and application of current educational theory and practice
- ★ Successful classroom teaching experience
- ★ Willingness to work collaboratively in teams and co-operative situations
- ★ Interpersonal skills to relate effectively with students, parents and colleagues
- ★ Even temperament with a sense of humour
- ★ Professional and ethical behaviour and interactions



Profile

Khandallah School was established in 1893. Situated at the base of Mt Kaukau in a wonderful native bush setting with extensive grounds close to the city and served by excellent public transport, our location is to be envied.

Our community continues to confirm that we hold great value in our people, our place and our environment.

Facilities include 19 mostly flexible teaching spaces, a well-resourced library, administration block, hall, indoor heated teaching pool, playgrounds, fields and court areas. Our school is an integral and well supported part of the Khandallah community and is now teaching 3rd generation students.

Khandallah School is a Decile 10, U5, urban school, teaching students from Year 1 to Year 6. School roll ranges from 380-460 students, fluctuating in line with population trends. Our school is zoned.

The school is composed of **45% boys** and **55% girls**. At present **71%** of the roll are NZ European, **16% Asian**, **7% Maori**, a small percent Pasifika population (**1%**) and the remaining **5%**, a multitude of nationalities.

For administrative ease and to facilitate planning for optimum learning, our school operates in teams. In 2018 The Junior School identifies as Kowhai (New Entrant/Year 1 & 2), the Middle School identifies as Matai (Years 3 & 4) and the Senior School identifies as Kauri (Years 5 & 6). Within the Junior School, teachers work collaboratively under the leadership of the senior teacher, within the Middle School under the leadership of the Assistant Principal and within the Senior School, under the leadership of the senior teacher.

Our learning community consists of over 440 delightful students, 20 full-time and 6 part-time teachers, Principal, Deputy and Assistant Principals, and support staff including an Executive Officer, Receptionist, Librarian / Resource Manager, 6 Learning Support assistants and Caretaker as well as Cleaners employed on contract. We are supported by Resource Teachers of Learning & Behaviour within the Ngā Hau Wha Cluster.

Our Vision and Values

Inspiring Future Stars

Vision

"Inspiring Future Stars" has been the motto at Khandallah School for many years and reflects the high aspirations and expectations that the community has for students attending our school.

"Future Stars" are:

- ★ Ready for the future, inspired, prepared, confident and resilient.
- ★ Good citizens, valuing community, respecting other people and cultures as well as the environment.

In 2011, our whanau gifted the following whakatauki to support our vision:

- ★ Tātai ki te rangi (reach for the sky)

At Khandallah School, we work together to nurture and inspire learning.

Khandallah School Values

The School and its community have a set of values that underpin the school, its learners and the wider community. The values continue to emerge from consultation with the school community on a range of topics.

At Khandallah School we model the values we strive for:

- We strive to inspire and engage all learners.
- We value creativity in all our learning.
- We encourage collaboration between teachers, students, and other interested people.
- We believe in a flexible curriculum which encourages differentiated learning.
- We want to have a caring school culture which helps resiliency.
- We believe in the value of individual agency and personal ownership.
- We value the multi-cultural nature of our school and the special place of Tikanga Maori and te Reo Maori.
- We believe in ecological sustainability and particularly the special environment in and around our school.

Aligned with these are the values of the Khandallah School Whanau Support Group:

Manaakitanga (aroha, hospitality, generosity, respect), **Rangatiratanga** (self-determination), **Whanaungatanga** (valuing the dynamics of the family), **Kotahitanga** (unity), **Kaitiakitanga** (guardianship), **Mana Whenua** (recognition of Tangata Whenua as Kaitiaki).