



Nurturing Our Future - Growing Together
Kia atawhai aa mua - Kia tipu ngatahi

Application Package for Scale A Permanent & Fixed Term Teaching Positions 2021





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School Description

Tamahere Model Country School is situated almost equal distance between Hamilton and Cambridge in a semi rural environment, close to State Highway 1 and Hamilton International Airport.

Established in 1884 our school exists within mature grounds and enjoys spacious playing fields.

We are a Decile 10 school with supportive community, and parents who have high expectations for their children's education.

An enrolment scheme has operated since 2005 and, with this, our roll is increasing and this year our peak will be around 460. We cater for Year 0 – 6.

The children are encouraged to achieve high academic standards with Numeracy and Literacy being a daily focus. A wide variety of opportunities are offered across all curriculum areas from the Arts, with choir and productions through to Physical Education and Sports, including Outdoor Education and Weekend Sporting teams.

School and community events are valued for their contribution to our children's development. Agricultural Day and Pumpkin Night help maintain our rural atmosphere and community spirit.

As a Model Country School, School of Education students are a regular and positive feature of our school environment.

We strive for all of our students to reach their potential.

Community Goals

At Tamahere Model Country School we value our **Children**.

We strive for:

- Children who are enthusiastic learners, academically challenged and physically fit.
- Children who are able to communicate effectively and are equipped with the skills and values necessary to succeed now and in the future.
- Children who show respect for themselves and others.

At Tamahere Model Country School we value our **Environment**.

We strive for:

- An emotionally and physically safe, open and inclusive environment which values diversity and challenges our children.
- Strong community and whanau links preserving our rural identity.
- As an Enviro School we strive for children who respect, protect, appreciate and enhance our local and global environment.

At Tamahere Model Country School we value our **Parents/Caregivers/Whanau**.

We strive for a:

- United approach to learning, with strong home and school links, together fostering a love for learning.

At Tamahere Model Country School we value our **Staff**.

We strive for:

- A skilled teaching staff dedicated to innovative, dynamic and forward thinking.
- Who are focused on creating opportunities for every child to succeed.



Beliefs & Values

Tamahere Model Country School aims to foster learning and achievement in a safe and supported learning community.

To achieve this we believe in the importance of:

- ◆ Having high expectations of children and their achievements.
- ◆ Developing life long learners.
- ◆ Focusing on the needs of individual children and their learning requirements, whilst implementing the New Zealand Curriculum.
- ◆ Literacy & Numeracy are essential skills to develop to achieve success.
- ◆ Encouraging the growth of self-confidence and self worth.
- ◆ Children, staff, and parents respecting and valuing each other.
- ◆ Valuing and respecting diversity.
- ◆ Showing that learning can be fun and children can achieve their dreams.
- ◆ Providing outside experiences to enhance and reinforce classroom learning.
- ◆ Quality teaching and learning environments.
- ◆ A strong partnership between teachers / students / and families.
- ◆ We aim for all our students to reach their potential by providing a physically safe and nurturing environment.
- ◆ A learning environment that recognizes effort, enthusiasm, commitment and achievement of goals.
- ◆ Caring and respecting our environment. To cherish our Enviro-School status. To work towards sustainability as a way of being and acting that nurtures people and nature, now and in the future.
- ◆ We will provide a wide range of learning experiences based on the seven essential learning areas and developing the essential learning skills.
- ◆ We recognize that our children will grow up in a vastly different world and we aim to develop the skills of resilience and adaptability.
- ◆ Dedicated and enthusiastic team of professionals, who work to bring out the best in our children.
- ◆ An open door policy and encouraging community involvement.



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Person Specification- Scale A Permanent & Fixed Term Teaching Positions

Tamahere Model Country School is seeking a teacher who:

- is an enthusiastic and vibrant classroom teacher.
- has excellent skills in teaching literacy and numeracy and has the ability to run quality teaching programmes across all curriculum areas.
- demonstrates successful and positive classroom management with an emphasis on nurturing our students.
- is a collegial member who is willing to become actively involved in the corporate life of the school.
- has strong interpersonal and effective communication skills.
- has demonstrated ability in delivering quality innovative learning programmes.
- will support our school directions and values.
- able to work flexibility and supportively with School of Education students.
- acknowledge and celebrate cultural differences and can implement elements of the Treaty of Waitangi into their classroom programme.
- has a number of skills that will benefit our school, e.g. strengths in Physical Education, Music, ICT or Science would be an advantage.
- will fit comfortably within the culture of the Enviro School ethos.
- has a philosophy that provides children with opportunities to display their special talents and abilities.
- show commitment to ongoing personal and professional development.
- is a registered teacher with knowledge and training in the New Zealand Curriculum and the ability to effectively implement it.

THE CODE OF PROFESSIONAL RESPONSIBILITY

1. 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.
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2. 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 Māori 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.
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3. Commitment to Families and Whānau

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

1. engaging in relationships with families and whānau that are professional and respectful
 2. engaging families and whānau in their children's learning
 3. respecting the diversity of the heritage, language, identity and culture of families and whānau.
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4. Commitment to Society

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

1. promoting and protecting the principles of human rights, sustainability and social justice
 2. demonstrating a commitment to Te 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.
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STANDARD

Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.

- Understand and recognise of 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 Māori.

Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.

- 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-focused collegial discussions.

Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.

- 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.
- 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.



Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.

- Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning.
- 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 requirements.

Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.

- 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 which reflect the local community and Te 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 informed by national policies and priorities.

Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.

- 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.
- Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori.
- 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 which 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.



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KIA KOTAHI TOGETHER AS ONE

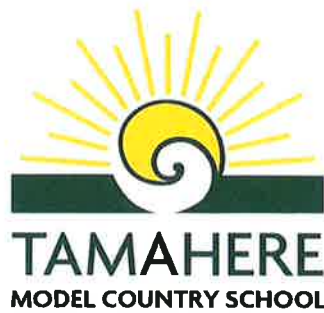
Strategic Goals	Initiatives 2020-2022	Output	Outcomes
<p>To build staff capability and sustainability through living our Vision. Supporting students and teachers to make 'good' learning possible.</p>	<ol style="list-style-type: none">1. Build and grow our vision and nurturing a healthy school culture.2. Use our vision to revitalise collaborative practices to enhance teaching & learning.3. Develop our Tamahere Model Country School Curriculum.	<ol style="list-style-type: none">1. Normalisation on te reo & tikanga Maori. A hauora ropu established to support everyone.2. Begin 5 year Whole School PLD with PB4L growing and developing from our Vision.3. Use digital technologies, integrated teaching and learning against transparent progressions. PLD Paula Jamieson & Geoff Bently.	<ol style="list-style-type: none">1. A healthy and diverse school culture where tikanga Maori and wellbeing is an integral part.2. Increased and common language used and aligned to teaching and learning.3. Living our vision displaying high quality collaborative teaching and learning practices.
<p>To build student capability, achievement, resilience and collaboration. Kia maia, kia manaaki, kia kotahi.</p>	<ol style="list-style-type: none">1. Revitalising our vision and values for all our students.2. Collaborative Teaching and Learning enabling Learner Agency.3. Engaging in our evolving Tamahere Model Country School Curriculum.	<ol style="list-style-type: none">1. Te reo Maori and Tikanga is "normalise" & embrace.2. Resilient kia maia students.3. Increased learner engagement, agency and collaboration.4. Integration and passion learning across the School Curriculum.	<ol style="list-style-type: none">1. A healthy and diverse school culture where tikanga Maori and wellbeing is an integral part.2. Improved engagement, agency and results across all curriculum areas.
<p>To provide safe and inspiring facilities that will enhance learning and teaching.</p>	<ol style="list-style-type: none">1. Progressing high-quality Innovative Learning environments & updating all areas as needed.2. Developing high quality and well linked roll growth classrooms and areas.3. Create an inclusive school environment.4. Bringing our Campus together with unity & integrating our Enviro values.	<ol style="list-style-type: none">1. Updating our 10YPP, 5YA spending and projects with our new SPG \$.2. Develop our new collaborative classroom block & new staffroom area.3. Incorporate HDU Facilities within our school environment seamlessly.4. Upgrade and develop further Collaborative learning environments.	<p>Improved Administration area, Staff facilities and high quality collaborative learning environments that foster creativity & living our Vision.</p>



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Our Vision - Taonga

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<p style="text-align: center;">Kia Manaaki ‘Honour Be Your Guide’ <i>We have respect for ourselves, others, property and the environment.</i></p> 	<p style="text-align: center;">Kia Kotahi ‘Together as One’ <i>We learn and work together, supporting and caring for each other.</i></p> 	<p style="text-align: center;">Kia Maia ‘Confident Can Do Kids’ <i>We strive to do our best with a positive ‘can do’ attitude.</i></p> 
<p style="text-align: center;">Citizen</p> <ul style="list-style-type: none"> ★ I am culturally respectful. ★ I value others and the environment. ★ I make good choices. 	<p style="text-align: center;">Team Player</p> <ul style="list-style-type: none"> ★ I am kind and inclusive. ★ I am reliable and trustworthy. ★ I listen, share and contribute. 	<p style="text-align: center;">Explorer</p> <ul style="list-style-type: none"> ★ I am enthusiastic, curious and ask questions. ★ I try my best even when things are hard. ★ I am a responsible risk-taker.
<p style="text-align: center;">Kaitiaki <i>Someone who cares for others.</i></p> <p style="text-align: center;">Ehara taku toa I te toa takitahi, engari he toa takimano,</p> <p style="text-align: center;">My strength is not that of the individual, but that of the collective.</p>	<p style="text-align: center;">Mahi Tahī <i>“Working together as one.”</i></p> <p style="text-align: center;">He waka eke noa, We’re all in this together.</p>	<p style="text-align: center;">Karawhiua <i>Which means “go for it!” or “give it heaps!”</i></p> <p style="text-align: center;">Mauri mahi, mauri ora, Through work, we prosper.</p>



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Proposed Timeline

Scale A Permanent/Fixed Term Teaching Positions 2021

Date	Process
Friday 9th April 2021	Advertising Education Gazette (online)
3.00pm Wednesday 21st April 2021	Closing date for applicants
From application and throughout process	Referee Checks and Short Listing
Between Tuesday 21st and Tuesday 27th April 2021	Interviews
From 21st April 2021 onwards, in our evolving process.	Offer made to successful applicants for the initial position(s). Appointment subject to independent police check and validity of information provided. If successful applicant declines, the next successful applicant will be offered the position.

Thank you for your interest in our position.

We look forward to receiving your application.