



Arahina ki Ōtautahi

# TEACHER INFORMATION PACK

April 2021

In partnership with



**Canterbury**

District Health Board  
Te Poari Hauora o Waitaha



Te Ngai Tuahuriri  
Education Committee



## Arahina ki Ōtautahi

9th April 2021

Dear Applicant,

Thank you for your interest in the teacher role at Arahina ki Ōtautahi, one of the seven campuses for Kingslea School. We are looking for someone with the energy, talents and dedication to work within a new and innovative service for young people who are in the care of Oranga Tamariki and not engaged in education. The successful applicant will be classroom-based and will work within the teaching team (a team leader and 2.6 teachers)

**Please note if you are selected for an interview you will need to be available on Monday 10th May.** You are also welcome to bring a support person(s) to your interview.

### **(Optional) Selfie-Video for Youth Panel**

By **Monday 3rd May 2021** please provide a 'selfie' video (2 to 3 minutes) as an MP4 or Quick Time file that can be viewed on both mac and PC. Provide via email or via a shareable link. Email to Sarndra Preston at: [arahina@kingslea.school.nz](mailto:arahina@kingslea.school.nz)

The video should respond to the following questions/prompts

- Explain what makes you a great candidate for this teaching position at Arahina?
- Share what your ultimate day-out with a group of students from Arahina would look like?

The video will be viewed by a youth panel (made up of students from Arahina) who will give feedback as part of the recruitment process.

You will find enclosed in this information pack:

1. Description of Arahina ki Ōtautahi
2. Description of Kingslea School
3. Job description and person specification
5. Timeline for position
6. Application requirements

Should you require additional information to assist you in the preparation and presentation of your application please do not hesitate to request it.

Successful applicants will be advised by telephone. Confirmation of acceptance in writing will be expected within two days of verbal acceptance or the offer may lapse.

We look forward to receiving your application before the **3rd May 2021** when the position closes.

Yours sincerely  
Tina Lomax  
*Principal of Kingslea School*

# 1. Description of Arahina ki Ōtautahi

## Background

Arahina ki Ōtautahi was established in 2017 as a new service for the Christchurch area led by Kingslea School. The development of Arahina ki Ōtautahi was supported by a multi-agency steering group (representatives from Oranga Tamariki, Ministry of Education, the Police, Canterbury District Health Board and Te Ngāi Tuahuriri<sup>1</sup> Education Committee).

## Key Objective

To engage children and young people in the care of Oranga Tamariki aged 10-16 years who are not in education, to successfully transition into education or training.

## Aims

- Operate a partnership model in which staff from the participating organisations, together with the student and their family and/or carer work together to achieve the plan goals.
- Provide a holistic, culturally responsive programme, that is inclusive of Māori culture and academic evidence that meets individual needs and builds trusting relationships between staff and the children and young people.
- Utilise a robust assessment and information sharing process that ensures quality information on which to base individual plans.
- Increase the coping skills and resilience factors for the children and young people prior to re-entering mainstream education or training.
- Provide intensive and long-term support to the transition process of children and young people re-entering mainstream education or training.

## Description of the Service Design

The overall objective of the service is achieved through the delivery of a holistic, multi-agency service with individualised learning programmes followed by a supported transition period. Usually for a period of two years. The Arahina approach draws on trauma-informed and emotional and social learning strategies to facilitate change. There is a strong focus on creating an environment that motivates, supports the development of trusting relationships, increases coping skills, and builds confidence for learning.

## Who is it for?

Arahina ki Ōtautahi operates with a maximum of 10 students being in phase one (on-site) at one time. Up to an additional 20 students may at the same time be in phase two (transitioned into another education placement). Children and young people referred to Arahina by Oranga Tamariki meet the following criteria:

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<sup>1</sup> Te Ngāi Tuahuriri is one of 18 Ngāi Tahu Papatipu Runanga. The takiwa of Te Ngāi Tuahuriri Runanga centres on Tuahiwi and extends from the Hurunui to Hakatere (Ashburton), sharing an interest with Arowhenua Runanga northwards to Rakaia, and then inland to the Main Divide.

- Be in the care of Oranga Tamariki (either in a whānau or non-whānau placement, an Oranga Tamariki family home, a contracted family home or on exit from a Oranga Tamariki residence).
- Be non-engaged in education, training or employment.
- Be aged 10 to 16 years (12-14 years being the priority group).
- Have a family/carer and relevant agencies committed to being involved in a multi-agency process.
- Have a care placement that is highly likely to remain in the wider Christchurch area.

Over and above the basic criteria, other information regarding the child or young person's situation will be considered and decisions are made by a multi-agency admission panel on a case-by-case basis.

## Service Delivery Model

The programme is made up of three phases; phase one is Tī Whanake<sup>2</sup>, phase two is Tī Karawhā and phase three Tī Pūhina

### Phase 1: Tī Whanake (2 to 4 terms)

*Intake & Engagement and Assessment:* On referral emphasis is given to establishing rapport and building relationships. Robust assessment and information sharing with other agencies ensures individual multi-agency plans are based on quality information.

*Planning & Implementation:* The development of a multi-agency plan will facilitate the involvement of services or supports external to Arahina, and also the involvement of the young person and their carer and/or whānau. The plan contains an Individualised Education Plan (IEP) and each plan also ensures the goal of transition is a primary focus.

The time spent at Arahina ki Ōtautahi varies for each student. Some require initial engagement and motivation work prior to transition and are ready to move into a mainstream environment within one term. Other students require more intensive, long term work and stay for up to three terms before transitioning.

The day to day programme at Arahina ki Ōtautahi is based on the student's Individual Education Plan. Learning activities support and build on students' interests and strengths and there is a strong focus on improving students' confidence in literacy and numeracy. The learning environment draws on Te Reo Māori and Tikanga Māori and classroom routines support students to feel safe and to develop a sense of connection and belonging that is inclusive of language, culture and identity.

### Phase 2: Tī Karawhā (up to three terms)

The middle phase of the programme is when students begin to transition into their new education setting. A significant level of support is provided to the transitioning student and the school/provider to ensure the placement is successful. Multi-agency plans continue and for most students a mentoring programme is initiated. Some students will transition in a very slow and supported way, while other students may move into full-time attendance very quickly. This phase ends when the student has fully transitioned into their new school or vocational placement and is no longer attending at Arahina.

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<sup>2</sup> Tī Whanake is a variety of tī kōuka (cabbage tree) and the use of this term relates to the idea that Tī Whanake and tī kōuka in general are adaptable and have the ability to regenerate and thrive despite adverse conditions or environment. Whanake also means 'develop' and this phase is based at Arahina and is where the development takes place in order for the young person to be ready for transition.

### Phase 3: Tī Pūhina (approx. 12-18 months)

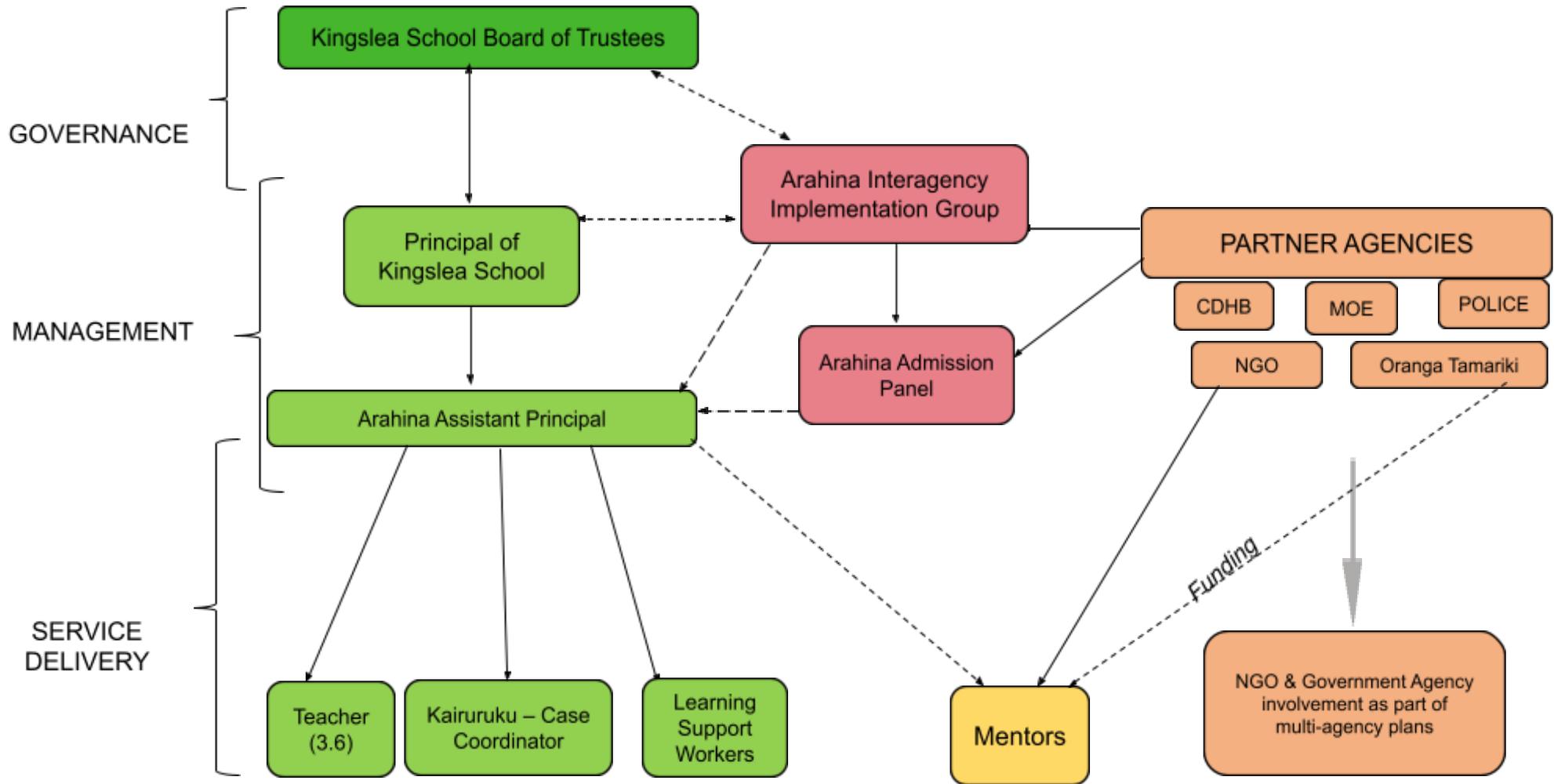
The third phase, Tī Pūhina, is when the young person is fully transitioned into their new education or vocational placement. Arahina staff will continue to provide ongoing monitoring and connection with the young person and the school/provider as appropriate. The mentoring programme will continue throughout this phase. Leadership of multi-agency plans will be handed over to Oranga Tamariki and Arahina staff will only be involved as required.

## 2. Description of Kingslea School

Kingslea School is a special, composite, decile one, state school delivering education for children and young people in the care of Oranga Tamariki. Our teachers and students belong, and are connected within, a multi-site, nationwide school. Kingslea School is a national school and operates from the following campuses:

Name of Site	Location	Number of Students
<b>Te Maioha Parekarangi</b> Youth Justice Residence	Rotorua	30
<b>Te Puna Wai o Tuhinapo</b> Youth Justice Residence	Rolleston	40
<b>Korowai Manaaki</b> Youth Justice Residence	South Auckland	40 (+6 criminal justice)
<b>Kaahui Whetuu</b> Care and Protection community-based	South Auckland	20
<b>Te Oranga</b> Care and Protection Residence	Christchurch	10
<b>Puketai</b> Care and Protection Residence	Dunedin	8
<b>Arahina ki Ōtautahi</b> non-residential community-based service	Christchurch	20

### 3. ARAHINA KI ŌTAUTAHI ORGANISATIONAL CHART



## 5. Teacher Job Description

 <b>Job Description</b>	
<b>Position</b>	Teacher, Arahina ki Ōtautahi, Kingslea School
<b>Responsible to</b>	Arahina Assistant Principal, Kingslea School Principal
<b>Position Statement</b>	<p>The key purpose of this position is to work collaboratively within the Arahina staff team to provide a holistic and culturally responsive curriculum to re-engage students in education. Together with partner agencies, students will also be supported to successfully transition into a suitable mainstream, vocational or employment placement.</p> <p>We expect all our staff to model our core values (<b>Tū Pono, Manaaki and Awhi, Porihanga, Wairua Auaha/Wairua Uiui, Ako</b>) in all their actions. Our teachers are also required to work collaboratively.</p> <p>Our teachers must be able to satisfy the criteria of the relevant Professional Standards, as detailed in the current NZ Teachers Council's 'Practising Teacher Criteria'.</p> <p>Teachers are responsible for curriculum delivery, curriculum content and assessment of student progress.</p> <p>Teachers carry out specific responsibilities for the students they are appointed 'Kaiwhiri' for. This primarily involves coordination of the student's multi-agency plan and communication</p>
<b>Working Relationships</b>	<p>Arahina Teaching Team Leader and teaching team</p> <p>Carers/whānau</p> <p>Ministry of Education</p> <p>Oranga Tamariki</p> <p>New Zealand Police</p> <p>Health and NGO service providers</p> <p>Te Runanga O Te Ngāi Tuahuriri Education Committee</p> <p>Schools and training providers</p> <p>Teachers' professional bodies</p>

Dimension One: Curriculum Delivery	
Key Task Areas	Key Performance Indicators
Learning environment	<ul style="list-style-type: none"> <li>Establishes positive rapport and engagement with students</li> </ul>

	<ul style="list-style-type: none"> <li>Establishes an effective, positive and challenging learning environment</li> <li>Explores, recognises and celebrates cultural identity</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>Regularly monitors student progress and achievement against personal learning goals based on the NZ Curriculum and the school's curriculum plan, responding actively to identified next steps</li> <li>Uses a range of assessment methods to report holistically on student needs and strengths and measure progress</li> <li>Accurate and detailed records are kept for each student (including case notes)</li> </ul>
Planning and Teaching	<ul style="list-style-type: none"> <li>Plans and teaches collaboratively in a shared space with the other Arahina Staff Team members</li> <li>Each student has an Individual Education Plan which is well informed by specialist assessment and information</li> <li>Utilises current, student-centred pedagogies, including inquiry approaches and e-tools</li> <li>Uses strategies in the classroom that best meet the learning needs of individual students</li> <li>Has knowledge of Māori research and evidence in support of Māori learner outcomes</li> </ul>
Learning Support	<ul style="list-style-type: none"> <li>Contributes to the differentiation of curriculum materials and teaching strategies to support learning in reading, writing and mathematics</li> <li>Maintains a working knowledge of current issues and best practice with regard to student with specific learning and behaviour needs</li> <li>Contributes to the development of classroom practices in relation to addressing the range of student needs</li> </ul>
Te Reo me on Tikanga	<ul style="list-style-type: none"> <li>Provides contexts for learning where the identity, language and culture of Maori learners is affirmed</li> <li>Demonstrates commitment to the promotion and use of te reo Māori</li> <li>Uses Māori tikanga/protocol as appropriate</li> <li>Committed to developing cultural competence (supported by the use of <i>Tataiako: Cultural Competencies for Teachers of Maori Learners</i>)</li> </ul>
<b>Dimension Two: Professional Development</b>	
Key Task Areas	Key Performance Indicators
Professional Development	<ul style="list-style-type: none"> <li>Demonstrates a commitment to ongoing professional learning e.g. through identifying own learning needs and goals, participating in the school appraisal process</li> <li>Participates fully in all school professional learning</li> <li>Shares curriculum expertise with others</li> <li>Contribute to school self-review processes, proactively looking for opportunities to improve Arahina operations</li> </ul>
<b>Dimension Three: Student Well-being</b>	

Key Task Areas	Key Performance Indicators
Trauma-Sensitive	<ul style="list-style-type: none"> <li>• Has an understanding of the impact of trauma on student's learning and behaviour</li> <li>• Builds and sustains caring and supportive relationships with students</li> <li>• Creates a calm, safe and predictable environment to support student self-regulation</li> <li>• Utilises activities, resources and equipment that increase student capacity to manage and regulate sensory input</li> </ul>
Behaviour Management	<ul style="list-style-type: none"> <li>• Support and utilise the Arahina systems that promote positive behaviour</li> <li>• Implement the strategies and practices outlined in the Arahina Therapeutic Model</li> </ul>
Student Welfare	<ul style="list-style-type: none"> <li>• Demonstrates a high level of skills in de-escalating students and handling situations of crisis management</li> <li>• Follows set school procedures in managing emergencies</li> </ul>
<b>Dimension Four: Kaiwhiri Role</b>	
Key Task Areas	Key Performance Indicators
Kaiwhiri responsibilities (for those students you are the designated Kaiwhiri for)	<ul style="list-style-type: none"> <li>• Be the primary contact regarding the student</li> <li>• Lead the development of the student's IEP</li> <li>• Coordinate the establishment of the student's multi-agency team</li> <li>• Lead and coordinate the development and implementation of the multi-agency plan with the multi-agency team</li> <li>• Support effective communication between Arahina, Oranga Tamariki and the multi-agency team (MAT)</li> </ul>
<b>Dimension Five: School and Community Relationships</b>	
Key Task Areas	Key Performance Indicators
School Activities	<ul style="list-style-type: none"> <li>• Participates in all major aspects of school life and attends as required major school functions</li> <li>• Actively and positively promotes the school</li> <li>• Provides a positive, professional role model in all respects while carrying out duties on behalf of the school</li> </ul>
Internal relationships	<ul style="list-style-type: none"> <li>• Works co-operatively and collaboratively with the Arahina Staff Team</li> <li>• Works co-operatively with the wider Kingslea School, supporting a whole school model and establishing and maintaining effective collegial working relationships</li> <li>• Participates in Kingslea School's Communities of Practice as required</li> </ul>
External relationships	<ul style="list-style-type: none"> <li>• Promotes a positive relationship with parents and carers that supports a climate of participation, trust and co-operation</li> <li>• Fosters positive relationships with Arahina partner agencies, external agencies and providers</li> <li>• Fully co-operates with all set requirements concerning such agencies and providers</li> <li>• Provides as required any reports or information in a timely and accurate fashion</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Develops and maintains strong working relationship with schools and training providers to where students are transitioning</li></ul> |
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## 6. Person specification

The Kingslea School Board of Trustees requires teachers at Arahina ki Ōtautahi to be culturally responsive, passionate and forward thinking professionals.

### Qualifications

- Applicants with a Primary or Secondary Teaching Qualification will be considered
- Full Registered Teacher status
- At least two years teaching experience in a mainstream school (primary or secondary)
- Evidence of relevant professional development
- Full Driver's License

### Personal Qualities

- Enthusiasm, motivation and a passionate commitment to seeing young people achieve
- Excellent interpersonal and communication skills and the ability to inspire confidence, trust and respect
- Resilience and the ability to manage in high pressured environments
- Integrity
- Ability to develop positive relationships with students and genuine empathy for children and young people who face a range of challenges outside of their school life
- A sense of humour

### Professional Qualities

- Experience with supporting children and young people who have found their educational experience a challenge
- Motivated to provide a uniquely motivating programme for a range of students to engage them back into a learning environment
- Able to draw direct real world connections between the classroom programme and the students interests and future focus
- Is professionally open minded to challenging experiences and alternative means of curriculum delivery, including EOTC and e Learning experiences
- Models and supports the values of the school
- A team player with experience in planning and teaching collaboratively
- Experience and understanding of effectively managing down behaviours of concern
- Experience and understanding of a holistic, multi-agency and collaborative approach to working with young people and their whānau/carers
- Efficient and effective administrative, organisational and personal management

- Sound knowledge of the New Zealand curriculum
- Knowledge of relevant Māori research in support of Māori learning, engagement and learning outcomes
- Ability to work with Māori, Pasifika and students from other cultures in a responsive and culturally affirming way
- Knowledge and/or experience of PB4L School-Wide and/or Restorative Practices and /or trauma informed practice.

## 7. Timeline for Recruitment

Monday 3rd May 2021	Applications Close
Monday 10th May 2021	Interviews

## 8. Application Information

Please include the following information:

1. **Covering letter** (max one page)
2. **Completed application form**
3. **Curriculum vitae**
4. **(Optional) Selfie-video for the Youth Panel**
5. **Three referees:** please supply the names and addresses of three people willing to act as referees on your behalf. At least two of these should be able comment on your work as a teacher - preferably your current or a past senior manager. The third should be someone with whom you do not have a professional relationship with. By submitting an application you are agreeing to allow the committee to contact your referees.

*Please note:*

- If you are selected for an interview you may bring whanau/support people at your own expense. Please advise if this is your intention.
- If you are selected for an interview you will need to bring two forms of ID (one must be a driver's licence and the other must be a 'Primary Identification Document' which is one of the following – birth certificate, passport, citizenship certificate, a New Zealand certificate of identification or a New Zealand firearms licence. If you have officially changed your name and it does not match the name on your 'Primary Identification Document' you will need to provide evidence of a link between the two.
- Please email your application, CV and selfie-video link to Sarndra Preston ([arahina@kingslea.school.nz](mailto:arahina@kingslea.school.nz)), to be received by **3rd May 2021**.

Thank you for your time and interest in this position. For all enquiries, please contact: **Sarndra Preston** ([arahina@kingslea.school.nz](mailto:arahina@kingslea.school.nz))