



St Joseph's Catholic School
Fairfield

02 December 2020

Kia Ora Applicant

My sincere thanks for showing an interest in our vacant position advertised in the Education Gazette.

We are a thriving Decile 7 multicultural full primary school with incredible students, passionate staff, and a supportive wider community. We have a supportive Board of Trustees who are working alongside our dedicated Leadership Team to develop our strategic plan and direction, to meet the needs of our whole school community.

Our school is a place that puts our tamariki at the centre of everything we do. We are a school with a clear focus and vision that promotes excellence and equity. Our tamariki and whānau are looking for an outstanding and dedicated teacher who can lead a team to achieve our vision. You will be part of a leadership team that are reflective learners, know their impact, have excellent curriculum knowledge and assessment practice and are passionate about making a real difference in the lives of our tamariki daily.

Don't miss this opportunity to join an energised, curious and innovative team.

Our Context

St Joseph's Catholic School provides a Catholic education for children in Years 1-8. The school has a rich history, celebrating its 70th Anniversary in 2020. The community is made up of a variety of families from various social economic and cultural backgrounds.

Students attend the school from all areas in Hamilton as well as its surrounding areas, via various modes of inner city transport. All students wear the compulsory school uniform with pride.

In 2020, the school will finished the year with a roll of 347 students. We are a Decile 7, U5 school. Our ethnic make-up is: European 69%, Maori 12.8%, Pasifika 4.6%, Asian 8.9% and Other 5.2%.

We have 3 teams and 14 classroom teachers who provide student centred educational programs. Classes are of mixed ability with enrichment programs being offered during school hours in academic, sporting and cultural fields.

The school profile can be found [here](#) on Education Counts

We have much pleasure in offering our application package for your consideration. Please support your formal application with the following required documentation

- A completed Application Form
- Your current Curriculum Vitae with names and contact details of three professional referees

Nga Mihi
Grant Stuart
PRINCIPAL



St Joseph's Catholic School
Fairfield

School Motto:

In Others We Serve Christ

School Mission Statement:

St Joseph's School provides a holistic education in an environment that reflects the values of the Roman Catholic Church.

School Philosophy and Vision:

At St Joseph's Fairfield we strive for all children to become living witnesses to the Roman Catholic faith. Through quality teaching and learning, students are encouraged to expand their potential and strive for excellence. We believe there is more to education than classroom programmes and our school leavers are connected, life-long learners who are prepared for a successful future.

School Values

The fruits of the Holy Spirit will be the foundation of all relationships as well as the teaching and learning that takes place within the St Joseph's community. These are:

<p align="center"><u>Love-Aroha:</u> We share the love of Christ through loving others and ourselves</p> <p align="center"><i>Love one another as I have loved you.</i></p>	<p align="center"><u>Faithfulness-Whakapono:</u> We are faithful to Christ and honor our commitments and promise.</p> <p align="center"><i>The Lord rewards us for our faithfulness.</i></p>	<p align="center"><u>Patience-Manawanui:</u> We show patience and fortitude through our words and actions.</p> <p align="center"><i>Learn to be patient, so that you please God and will be given what he has promised.</i></p>
<p align="center"><u>Joy-Hari:</u> We take delight in the world and celebrate our successes and those of others</p> <p align="center"><i>The joy of the Lord is your strength.</i></p>	<p align="center"><u>Goodness-Whaipainga:</u> We conduct ourselves with honesty and integrity</p> <p align="center"><i>The fruit of the Spirit is in all goodness and truth.</i></p>	<p align="center"><u>Gentleness-Ngawari:</u> We remain humble and boast only in Christ.</p> <p align="center"><i>Be completely humble and gentle; bear with one another in love.</i></p>
<p align="center"><u>Peace-Rangimarie:</u> We are examples of Christ through peace and understanding of people,</p>	<p align="center"><u>Kindness-Manaakitanga:</u> We show compassion, friendship and are good</p>	<p align="center"><u>Self-control-Mana:</u> We behave with dignity and respect. <i>God did not give us a spirit of timidity but a spirit of</i></p>

<p>nations and cultures.</p> <p><i>Peace be with you; and with your spirit.</i></p>	<p>stewards of God's creation.</p> <p><i>Live in purity, understanding and kindness.</i></p>	<p><i>power, love and self-control.</i></p>
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Special Character and History

The school is under the patronage of St Joseph - *he to whom God entrusted to care for His Son on Earth.*

The school was established by the Sisters of Our Lady of the Missions in 1950. Since that time there have been many changes, both to property and personnel.

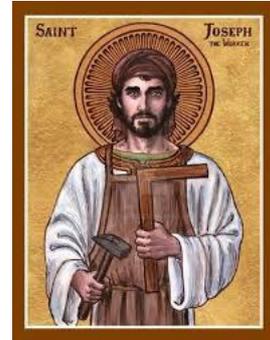
The Sisters withdrew from the school in 1979, and since that time the school has been staffed solely by lay teachers.

From its small beginnings in April 1950, when it opened with 3 teachers and 35 children, it has grown to its present size of 14 teachers and about 320 children. In 2020 we have renamed all of our houses to show our links to significant patrons - Euphrasie Barbier, St Peter Chanel, Suzanne Aubert and Bishop Pompallier.

St Joseph's was integrated into the State System in October 1981. We have 14 places available for non-preference students.

The major property change of recent years has been a new build of the Junior School, refurbishment of some classrooms and redesign of outdoor areas.

St Joseph's Catholic School has its own special character, which must be understood and valued by all who join its community. This character is defined in terms of the school being a Catholic School, which exercises the right to live and teach the values taught to us by Jesus Christ.





St Joseph's Catholic School
Fairfield

Fully Certificated Teacher in a Catholic School

To Meet the Requirements of Fully Certificated Teacher in a Catholic School

Code of Professional Responsibility and Standards for the Teaching Profession:

1. Te Tiriti o Waitangi partnership

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

- Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand.
- Understand and are committed to the New Zealand Catholic Bishops Conference understanding of Te Tiriti o Waitangi and the commitment of the Catholic Church to bi-culturalism.
- Deepen understanding of Māori spirituality and incorporate it into the teaching of Religious Education and spirituality
- 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.

2. Professional learning

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.
- Critically assess and reflect upon all policies, procedures, practices and professional attitudes in light of their commitment to the Gospel and Catholic teaching.
- Engage in professional learning and adaptively apply this learning in practice.
- Undertake professional learning formation and qualifications appropriate to my role so as to deepen my own personal growth in knowledge of Catholic Theology, Scripture, Spirituality, Catholic Special Character and Religious Education, and to strengthen my ability to promote and enhance the Special Character of the school
- 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.

3. Professional relationships

Establish and maintain professional relationships and behaviours focused on the learning and well-being 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.
- Maintain collaborative relationships within the school, with parish leaders, the school chaplain and other Church organisations, such as the diocesan Catholic Education Office.
 - 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.
 - Promote faith-based leadership to effectively shape the school's vision and direction, so as to ensure a genuine and ongoing encounter with Christ, for ākonga.

4. Learning-focused culture

Develop a culture which 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 professional, regulatory and statutory and requirements stipulated by the New Zealand Catholic Bishops Conference and / or which derive from Part 33 of the 1989 Education Act.
- Work to promote and enhance a Religious Education programme which is given high status, is soundly managed, appropriately resourced, and professionally delivered by qualified staff.
- Actively contribute to programmes that promote a Catholic worldview that is integrated into the daily practices of the school and into all curriculum areas.

5. Design for Learning

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 and that promote a genuine and ongoing encounter with Christ as an essential function of the Catholic school, and develop the progression from encounter, to growth in knowledge and to Christian witness, which is the framework of the disciple's journey.
- 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.
- Promote a culture that assists in the understanding of what the integration of faith and life means from a Catholic perspective.

6. Teaching

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.
- Support the school, which through its practices and communication, facilitates an encounter with Christ and spread the Good News to both churched and unchurchd members of the community.
- Ensure that all resources, including e-resources, used in the teaching and learning programme for RE, and in other areas as appropriate (e.g. Health, Social Sciences, Science) are in line with the key teachings of the Catholic Church.

To accept and carry out our curriculum responsibilities and delegations as described in the School Charter. To continue to develop in professional competencies as determined through the Appraisal Process.

Teacher: _____ Date: _____

Principal: _____ Date: _____