



Kingslea School

## INFORMATION PACKAGE

**Korowai Manaaki**

Assistant Principal/Tumaki Tuara

September 2019

Dear Applicant

Thank you for your interest in becoming the Assistant Principal/Tumaki Tuara at Korowai Manaaki, Kingslea School. The Assistant Principal/Tumaki Tuara position requires someone who has proven leadership capability and excellent communication and inter-personal skills. This must be accompanied by a passion for making a difference with young people who have multiple and diverse needs.

You will find enclosed in this information pack:

1. Description of Kingslea School
2. Person specification
3. Job description for Assistant Principal/Tumaki Tuara
4. Timeline for position
5. Application requirements

The recruitment process will reflect the partnership between Oranga Tamariki and Kingslea School.

**Please note if you are selected for an interview you will need to be available on the 29<sup>th</sup> of October.** You are also welcome to bring a support person(s) to your interview. 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 **11<sup>th</sup> October 2019** when the position closes.

Yours sincerely

Tina Lomax

Principal of Kingslea School

## 1. 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 operates from the following sites:

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	Wiri South Auckland	46
<b>Community Residential Services</b>	South Auckland	20
<b>Te Oranga</b> Care and Protection Residence	Burwood Christchurch	10
<b>Puketai</b> Care and Protection Residence	Dunedin	8
<b>Arahina ki Ōtautahi</b> non-residential community-based service	Richmond Christchurch	20

For students to achieve the Kingslea School vision to ‘rediscover the magic of learning’ positive relationships and interactions between adults and students in the classroom are vital. The curriculum delivery approach is underpinned by nine core beliefs that Kingslea School holds about what is required for effective teaching and learning:

### 1. Raising Maori achievement

- *Wānanga*: teachers participate with learners and communities in robust dialogue for the benefit of Māori learners’ achievement
- *Whanungatanga*: teachers actively engage in respectful working relationships with Maori learners, parents and whānau, hapū, iwi and the Māori community
- *Manaakitanga*: teachers show integrity, sincerity and respect towards Maori beliefs, language and culture
- *Tangata Whenuatanga*: teachers affirm Maori learners as Maori. Providing contexts for learning where the language, identity and culture of Maori learners and their whānau is affirmed.
- *Ako*: teachers take responsibility for their own learning and that of Māori learners.

### 2. A safe and supportive learning environment

- Teachers engage positively with students and gain their trust
- Teachers are optimistic that they can improve students' learning
- Students feel safe in a well-managed environment
- Well-regulated teachers promote a calmer learning environment
- Students see themselves, their identities, and their achievements reflected in their learning environments.

### 3. Care for the whole child

- Student's emotional well-being, social and academic data is used to personalise their learning
- Students are able to self-regulate
- Students resiliency strategies are developed
- Teachers value the unique identity, culture and language of each student
- Teachers work effectively with other agencies
- Teachers are trauma informed.

### 4. Student-centered learning

- Students and teachers are partners in learning, setting goals and understanding progress and achievement
- Diverse cultural and academic learning priorities are considered in the planning of individual learning plans (ILPs).

### 5. Transitional pathways

- Transitional pathways into further education, vocational training, and employment are the main focus from day one of enrolment in Kingslea School
- Students set goals with the multi-agency team (MAT) and plan their transitional pathways, which are supported through community engagement.

### 6. A range of dynamic interactive teaching styles

- Teachers are innovative in how they respond to individual learning needs
- Independent and inter-dependent learning is fostered through a range of strategies
- Teachers use a range of collaborative teaching approaches including parallel co-teaching, complementary co-teaching, supportive co-teaching and team teaching.

### 7. Meaningful and relevant learning contexts promote understanding

- Programmes are authentic, relevant, engaging and challenging
- Community expertise is utilised to enrich learning
- Students' thinking is challenged to extend and enhance their understanding of others' perspectives.

#### 8. Effective assessment

- The primary purpose of assessment at Kinglsea School is to improve students' learning and teachers' teaching.
- Appropriate assessment activities are planned and the data is used to inform individual learning plans
- School-wide assessment data is used to plan professional learning and priorities resourcing
- Assessment is valid and fair, measuring both progress and achievement
- Effective assessment is for reporting and accountability to inform teaching and learning, and for life-long learning (strengthening values and competencies is a means of achieving this goal)
- Assessments enhance quality teacher-student learning interactions, student motivation and student engagement.

#### 9. Positive behaviour support

- Positive behaviours are taught, modelled, practiced and reinforced consistently through a site-wide framework
- Many of our students are emotionally dysregulated, which makes learning difficult. Teachers provide trauma informed interventions that help students regulate their emotions which in turn helps them to relate to others and then reason which enables learning
- All interactions and interventions recognise the needs of students who have been abused and/or traumatised
- Teachers use an instructional approach to behaviour management
- Teachers use evidenced-based interventions with systems, practices and data implemented with fidelity to achieve outcomes.

## Kingslea School Values

Our curriculum is valued based. The **Key Competencies** are integrated throughout our values. Our values stated below are promoted, modelled, and explored on a daily basis by all students, staff and Board of Trustees.

	<p><b>Tū Pono</b></p> <ul style="list-style-type: none"> <li>• Knowing one's identity, abilities and talents</li> <li>• Strong self-efficacy</li> <li>• Responsible</li> <li>• Resilient</li> <li>• Mana motuhake</li> <li>• Key Competency: Managing Self</li> </ul>
	<ul style="list-style-type: none"> <li>• Respectful of self, others and the environment</li> <li>• Strong relationships</li> <li>• Tolerant and accepting of others</li> <li>• Skilled Communicators</li> <li>• Key Competency: Relating to Others</li> </ul>
	<p><b>Porihanga</b></p> <ul style="list-style-type: none"> <li>• A sense of belonging and connection to their community</li> <li>• Participating and engaging in learning</li> <li>• Building caring and inclusive learning communities</li> <li>• Tangata whenua</li> <li>• Key Competency: Participating and Contributing</li> </ul>
	<ul style="list-style-type: none"> <li>• Learning through innovation, inquiry and curiosity</li> <li>• Critical, creative and reflective thinkers</li> <li>• Entrepreneurs</li> <li>• Challenging ourselves and others auahatanga</li> <li>• Key Competency: Thinking</li> </ul>
	<p><b>Ako</b></p> <ul style="list-style-type: none"> <li>• Learning through reciprocity</li> <li>• Self-actualisation</li> <li>• Successful</li> <li>• A valued student voice</li> <li>• Key Competency: Understanding Language, Symbols &amp; Text</li> </ul>

## **Kingslea School Curriculum**

The Kingslea School curriculum puts students at the centre of teaching and learning and has been tailor-made for priority learners. It is engaging, challenging, future-focused, inclusive, and affirming of New Zealand's unique identity. Individualised learning is central, with a focus on successful transitional pathways. The Kingslea School curriculum is values based and the key competencies from the New Zealand Curriculum are integrated throughout the values.

Our values of Tū Pono, Manaaki & Awhi, Porianga, Wairua Auaha/Wairua Uiui and Ako are promoted, modelled, and actively taught on a daily basis. Kingslea School delivers all the areas of learning outlined in the New Zealand Curriculum. Student well-being and engagement in learning is achieved through integrating all curriculum areas. Engagement in learning is enhanced through both therapeutic experiences and creative opportunities.

## **Kingslea School Communities of Practice**

Kingslea School operates two communities of practice; Pastoral Care/Wellbeing and Curriculum. Each of the Communities of Practice is led by a whole-school leader and then each site also has a site leader for each community of practice. The Community of Practice meets via video conference on a termly basis and aims to build the capacity of teachers, and to introduce and monitor practices, share resources and provide professional learning that aligns with current research and best practice.

The *Pastoral Care/Well-being Community of Practice (PCOP)* oversees these key areas: trauma informed practices, classroom management practices, PB4L implementation, behaviour data, Functional Behaviour Assessment (FBA), individual behaviour plans, well-being curriculum and values teaching, problem solving teams, social and behavioural assessments, 'Going Home Criminogenic Programme', RTLB/MOE Behaviour, Gateway/vocational pathways and transition.

The *Curriculum Community of Practice (CCOP)* oversees these key areas: teaching and learning, course outlines, curriculum planning, NZQA, moderation, NCEA, assessment, reporting, curriculum (literacy, numeracy, OETC, creative/performing arts, technology, science, social sciences, PE/health, languages), learning difficulties, AsTTle, Individual Education Plans, RTLB/MOE learning/sector enablement.

## 2. Person Specification

The Kingslea School Board of Trustees requires the Assistant Principal/Tumaki Tuara of Korowai Manaaki to be an innovative, culturally responsive, passionate and forward thinking educational leader.

### **The personal qualities required are:**

- 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
- Willingness to consider new approaches and to think outside the box
- Resilience and the ability to manage in high pressured environments
- Integrity
- View the young person as being at the centre of all decisions
- A sense of humour.

### **The professional qualities required are:**

- Ability and experience in leading a team of people to develop high quality outcomes
- Ability to think creatively and imaginatively to anticipate and solve problems and identify opportunities in a school and wider educational context
- Experience of delivering successful strategies for raising student's achievement
- An understanding and depth of knowledge of the factors that contribute to positive emotional and social development and ability to identify barriers to learning
- Experience and understanding of effectively managing down behaviours of concern
- Good ICT skills
- Efficient and effective administrative, organisational and personal management
- Sound knowledge of the New Zealand curriculum
- Knowledge of relevant Māori research and other key documents in support of Māori learning, engagement and learning outcomes
- Knowledge and/or experience of trauma informed practice and PB4L School-Wide

### **Qualifications and General Experience**

- Applicants with a primary or secondary teaching qualification will be considered
- Full registered teacher status
- At least five years teaching experience in a mainstream school (primary or secondary)
- Management experience
- Evidence of relevant professional development

### 3. Job description for Assistant Principal/Tumaki Tuara

#### Job Description

**Position:** Assistant Principal/Tumaki Tuara Korowai Manaaki

**Responsible to:** Principal Kingslea School and Board of Trustees via the Principal

**Purpose of Position:** This leadership position is to provide the professional leadership for the Kingslea School team at Korowai Manaaki. Implementing policies, programmes of work, supervising and supporting teachers.

**Working Relationships:**

- Kingslea School Senior Leadership Team
- Korowai Manaaki school team
- Oranga Tamariki Residence staff
- Ministry of Education
- New Zealand Police
- Health and NGO service providers
- Iwi
- Local cluster group
- Schools and training providers
- Teachers' professional bodies

#### Dimension One: Senior Management

Key Task Areas	Key Performance Indicators
Senior Leadership Team member	<ul style="list-style-type: none"> <li>● Demonstrates high level of understanding of major school policies, procedures</li> <li>● Actively espouses and follows the school values</li> <li>● Is a fully participating member of the Senior Leadership Team</li> <li>● Promotes the significance of te reo Māori and tikanga Māori</li> <li>● Has knowledge of Māori research and evidence in support of Māori learner outcomes</li> </ul>
Planning	<ul style="list-style-type: none"> <li>● Contributes to, and leads where appropriate, school self-review processes</li> <li>● Plays a significant part in the strategic planning process</li> <li>● Works to maintain and, where feasible, improve the quality of teaching and learning programmes</li> <li>● Provides required plans, reports and data to demonstrate achievement of outcomes</li> </ul>

	<ul style="list-style-type: none"> <li>• Draws on a range of evidence i.e. qualitative, quantitative, anecdotal</li> </ul>
School Staff	<ul style="list-style-type: none"> <li>• Provides advice and assistance as required on staff appointments</li> </ul>
Communications	<ul style="list-style-type: none"> <li>• Demonstrates a high level of skill in communicating to a range of audiences</li> <li>• Demonstrates an ability to use Te Reo Māori in communication/panui strategies</li> <li>• Demonstrates highly effective skills in managing meetings</li> <li>• Reports as required</li> <li>• Keeps the school community informed on relevant events, deadlines &amp; expectations</li> </ul>
Financial and Asset Management	<ul style="list-style-type: none"> <li>• Effectively and efficiently uses available financial resources and assets, within delegated management areas of authority, to support improved outcomes for students</li> </ul>
<b>Dimension Two: Staff Management</b>	
Key Task Areas	Key Performance Indicators
Performance Management	<ul style="list-style-type: none"> <li>• Conducts appraisal within set guidelines</li> <li>• Develops appropriate goals with appraises</li> <li>• Identifies staff professional development needs, advises on access to opportunities and monitors progress</li> <li>• Motivates and encourages staff to improve the quality of teaching and learning</li> <li>• Ability to disaggregate data, theorise and analyse data in relation to Māori learners</li> </ul>
Staff Support	<ul style="list-style-type: none"> <li>• Provides professional leadership to staff, providing guidance, support and feedback on a regular basis</li> <li>• Is available and accessible to staff within reasonable limits and staff generally feel confident about approaching for advice</li> <li>• Demonstrates a high level of understanding of professional issues</li> <li>• Actively promotes a climate of collegiality and cross-agency working</li> </ul>
<b>Dimension Three: Student Management</b>	
Key Task Areas	Key Performance Indicators
Administration	<ul style="list-style-type: none"> <li>• Maintains and uses up to date information on students</li> <li>• Maintains accepted levels of privacy</li> <li>• Encourages staff to follow privacy provisions</li> </ul>
Behaviour Management	<ul style="list-style-type: none"> <li>• Recognises the vulnerable nature of students and the need for a range of strategies to support positive behaviour</li> <li>• Promotes a school climate where students are valued and feel secure</li> <li>• Follows Kingslea School behaviour management approach and systems</li> <li>• Treats students fairly and in a culturally appropriate manner</li> </ul>
Student Welfare	<ul style="list-style-type: none"> <li>• Demonstrates a high level of skills in handling situations of crisis management</li> <li>• Follows set school procedures in managing emergencies</li> <li>• In emergency situations fulfills all delegated responsibilities</li> <li>• Recognises situations of suspected abuse and neglect</li> <li>• Take required action when dealing with suspected cases of abuse and neglect</li> <li>• Assists other staff in handling suspected cases</li> <li>• Recognises the importance of a holistic approach to student welfare, including language, culture and identity</li> </ul>
<b>Dimension Four: Community Relationships</b>	
Key Task Areas	Key Performance Indicators

School Promotion	<ul style="list-style-type: none"> <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>
External Communications	<ul style="list-style-type: none"> <li>Contributes as required to effective and accurate communication of school functions and events</li> <li>Provides as required any reports or returns in a timely and accurate fashion</li> <li>Available to liaise with the community regarding any issues or concerns as well as those aspects that celebrate success in teaching and learning</li> </ul>
Relationships with Oranga Tamariki	<ul style="list-style-type: none"> <li>Demonstrates an understanding and willingness to address issues facing the school</li> <li>Is available and accessible to residential care team and Oranga Tamariki management</li> </ul>
Relationships with external agencies and providers	<ul style="list-style-type: none"> <li>Takes an active role in ensuring Korowai Manaaki school team develops and maintains a multi-agency approach</li> <li>Fosters positive relationships with external agencies and providers</li> <li>Fully co-operates with all set requirements concerning such agencies and providers</li> <li>Utilises as appropriate the services of agencies and providers</li> <li>Builds relationships with Mana Whenua</li> </ul>
Working with schools and training providers	<ul style="list-style-type: none"> <li>Develops and maintains strong working relationship with schools and training providers to where students are transitioning</li> <li>Participates in the wider school community (e.g. clusters)</li> </ul>
<b>Dimension Five: The Corporate Life of the School</b>	
Key Task Areas	Key Performance Indicators
Everyday Life of the School	<ul style="list-style-type: none"> <li>Is a participant in all major aspects of school life</li> <li>Attends and supports, as required, major school functions</li> <li>Assists with efficient organisation of functions/events as delegated</li> </ul>
Personal Professional Growth	<ul style="list-style-type: none"> <li>Fully participates in Kingslea School's performance management system as required by the Principal</li> <li>Fully participates in Kingslea School's Communities of Practice</li> <li>Maintains own level of personal professional development</li> </ul>
<b>Dimension Six: Teaching Duties</b>	
Key Task Areas	Key Performance Indicators
Teaching Duties	<ul style="list-style-type: none"> <li>Fulfills and meets the expectations of a classroom teacher</li> <li>Meets all professional standards expected of experienced teachers</li> <li>Maintains a current practicing teacher registration certificate</li> </ul>
<b>Dimension Seven: Community of Practice Responsibilities</b>	
Key Task Areas	Key Performance Indicators
Curriculum Community of Practice (C-COP)	<ul style="list-style-type: none"> <li>Support staff participation in the C-COP at a whole school and site level</li> <li>Support the necessary systems required for NZQA and NZCEA as implemented by the School-Wide leader of the Curriculum COP</li> </ul>
Pastoral Care Community of Practice (P-COP)	<ul style="list-style-type: none"> <li>Support staff participation in the P-COP at a whole school and site level</li> </ul>
<b>Dimension Eight: Portfolio Responsibilities</b>	
Key Task Areas	Key Performance Indicators
Digital technology	<ul style="list-style-type: none"> <li>Use of Digital Technology is integrated into all curriculum areas</li> </ul>

Reporting	<ul style="list-style-type: none"> <li>• Develop and implement standards-based reporting across the school</li> <li>• Reports are written to a high level of accuracy and on time</li> </ul>
Monitoring Student Progress	<ul style="list-style-type: none"> <li>• Maintains knowledge on how every student is progressing and advocates for their needs</li> <li>• Demonstrates a depth of knowledge in the theory and practical application of assessment theory and developments</li> <li>• Whakapiri whānau: Discusses and provides for the whanau and students, strategies to get back on track</li> </ul>
External exams (where applicable)	<ul style="list-style-type: none"> <li>• Maintains a close relationship and open communication with the chief examiner where applicable</li> <li>• Assists with ensuring the smooth running of each exam day where applicable</li> <li>• Is available and accessible during the duration of the external exam where applicable</li> <li>• Keeps the school community well informed of exam dates where applicable</li> </ul>
Nag 1 Curriculum	<ul style="list-style-type: none"> <li>• Ensures the school programme is based on the National Curriculum Framework and the needs of the student</li> </ul>
Cultural Responsivity	<ul style="list-style-type: none"> <li>• Demonstrates commitment to the promotion of the appropriate and accurate use of te reo Māori and the adoption of Māori protocols where appropriate</li> <li>• Committed to developing cultural competence (supported by the use of <i>Tataiako: Cultural Competencies for Teachers of Māori Learners</i>)</li> <li>• Demonstrates understanding of the unique requirements of Pasifika learners and commitment to helping to raise achievement in Pasifika learners.</li> </ul>
<b>Dimension Eight: Assessment and Multi-Agency Planning</b>	
Key Task Areas	Key Performance Indicators
Assessment & Multi-Agency Planning	<ul style="list-style-type: none"> <li>• Participates in necessary assessment and multi-agency planning for students.</li> </ul>

## 4. Timeline for position

### Term

11<sup>th</sup> October                      Applications Close

29<sup>th</sup> October                      Interviews

## 5. Application Information

Please include the following information:

1. **Covering letter** (max one page)
2. **Completed application form:** Please complete the application form, as this will be the Appointment Panel's major point of reference.
3. **Curriculum vitae:** as supporting information to the application form
4. **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 or principal. The third should be someone who is not professionally involved in education. By submitting an application, you are agreeing to allow the committee to contact your referees.

Please note:

- Interviews will be held on the 29<sup>th</sup> of October 2019. 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.
- Email your application, to be received by **11<sup>th</sup> October 2019** to [denise@kingslea.school.nz](mailto:denise@kingslea.school.nz)

Thank you for your time and interest in this position. For any further enquiries about the position, please contact: **Denise Keno** ([denise@kingslea.school.nz](mailto:denise@kingslea.school.nz))