



# ŌPOUTERE SCHOOL

## Deputy Principal Application Package



Jethro Dyer  
Principal  
[principal@opoutereschool.net](mailto:principal@opoutereschool.net)  
Ph: (07) 865 9077



Dear Applicant,

Thank you for your interest in the Deputy Principal and teaching position available at Ōpoutere School. This position commences on 29 January 2021. This is a permanent full time teaching and Deputy Principal position.

Our focus areas for 2021 are:

- Continuing a school wide development to improve teaching and learning using learning progressions;
- To accelerate priority learner achievement in Reading, Writing and Mathematics through critical reflection of practice and deliberate acts of teaching;
- Implementing Culturally Responsive and Relational Pedagogy through critical Learning conversations and shadow coaching;
- Developing and implementing a Play Based Curriculum throughout the junior school.
- Working with local schools in a Kāhui Ako (Community of Learning) with the aim of developing connectivity to empower Coromandel learners.

We are proud to have a professional, collaborative staff team, with interested and involved parents, and a supportive Board of Trustees. Included with this letter is a person specification.

Please complete the **application form** (page 8 onwards) including details of referees that we will talk to prior to interview. Please also attach a **CV** and **cover letter**.

Submit your application digitally to [principal@opoutereschool.net](mailto:principal@opoutereschool.net)

Please check our website <https://www.opoutereschool.net/> and Facebook page for more information about our school. For any further enquiries, please contact the principal, Jethro Dyer. We look forward to hearing from you.

Yours sincerely

A handwritten signature in black ink that reads 'Jethro Dyer'.

Jethro Dyer  
Principal,

## The appointment timeline is as follows:

- Applications close: **3pm Sunday 18 October 2020** (Late applications will not be accepted)
- Shortlisting **Tuesday 20 October 2020**. Shortlisted Candidates will be finalised and notified of interview time.
- Successful applicants commence **29 January 2021**

Please ensure your three referees are aware they have been nominated and that you have authorised them to disclose information about you to the Board of Trustees for the purpose of determining your suitability for the advertised position. Referees may be contacted during the short list process. The Board may also make enquiries of previous employers, or other persons deemed necessary to satisfy it as to the suitability of the applicant for the position. The Board of Trustees will hold this application form and supporting documentation in strictest confidence.

## Our School

Ōpoutere School is a full primary co-educational school located at the base of the Coromandel Peninsula on state Highway 25 at Tawa Tawa, 12 kilometres north of Whangamatā. The coastal village of Ōpoutere School, beside the Wharekawa harbour is 3.5 kilometres from the school. The original school was a “Native School” on the shores of the Wharekawa Harbour where the original schoolhouse remains. The school was later relocated to its original site in 1953 and now comprises of six classrooms. The whole school has been remodelled. A new hall/library was added in 2002. Large playing fields, two adventure playgrounds, swimming pool and a turfed court add to the amenities. Three brand new classrooms make up the junior area and were completed in 2014. The senior block is being refurbished 2020.

The school is currently rated Decile 4. The majority of children arrive and depart by bus from Whangamatā and a small group of children come to the school from Ōpoutere and Ōnemana. Ōpoutere School is a small school with a culture of respect for self, people, environment and opportunities and a whānau atmosphere.

The school curriculum utilises the local environment with a strong focus on personalised learning, a unique Adventure Learning programme, Te Reo and Tikanga and Environmental Education. The school was awarded the Enviro School green gold award in 2016 and developed an Adventure Learning programme making the most of our beautiful surroundings. Recently, the school reached the finals of the Prime Ministers Award in Excellence in Teaching and Learning of which we are very proud of.

The outdoor and environmental focus complements a strong literacy and numeracy program based on personalised learning pathways and provides students' with a real life, meaningful context to learn in.

Arts and Culture and taught effectively through our weekly Cultural Connections. A strong Kapa Haka group is a feature of the school.

We have a supportive and caring staff who work together collaboratively to ensure that students are in a learning environment that engages students and creates curiosity in their learning. We value the input of whānau and encourage families to attend many of the happenings that we have including our weekly assembly.

## Maori Dimensions and Cultural Diversity

Ōpoutere School is committed to implementing the Treaty of Waitangi NZC principle. Our local curriculum acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand. All students will have the opportunity to acquire knowledge of Te reo Māori me ōna tikanga.

## Culturally Responsive and Relational Pedagogy

Ōpoutere School continues its journey implementing culturally responsive and relational pedagogy. This principle-based pedagogy is being implemented school wide where teachers strive to create learning contexts and environments where power is shared between teachers and students, where culture counts, where learning is interactive and discussion based. We aim to provide contexts for learning where learners are able to connect new learning to their own prior knowledge and cultural experiences.

At Ōpoutere School we continue to develop and create contexts for learning within which:

Whanaungatanga: Relationships of care and connectedness are fundamental

Kotahitanga: Power is shared and learners have the right to equity and self-determination

Whakapapa: Culture counts, learners' understandings form the basis of their identity and learning

Ako: Sense-making is dialogic, interactive and ongoing

Wānanga: Decision-making and practice is responsive to relevant evidence

Kaupapa: Our common vision and interdependent roles and responsibilities focus on the potential of learners – Māori students achieving and enjoying educational success as Māori.

## Te Reo

Students reach higher levels of competence in Te Reo Māori when they are actively engaged in the language, that is, when they are taking part in tasks related to topics that they find genuinely interesting and relevant. As students learn to use Te Reo Māori with increasing accuracy and appropriateness in relevant and meaningful contexts, their confidence and proficiency will grow.

At Ōpoutere School we believe in this kaupapa and strive to implement Te Reo through meaningful authentic real life contexts such as:

- Cultural Connections. Kapa Haka, Te Reo and digital media, Kaitiaki crew and Te Reo vocab and phrases.
- Adventure Learning
- Green Beans Enviro group
- Junior pepeha, waiata, performance and basic vocab
- Specialist Te Reo and Adventure Learning tutor
- Classroom contexts
- Implementing culturally responsive and relational pedagogy

## Kapa Haka

The fundamental purpose of Kapa Haka has always been to assist Māori students to strengthen their links with iwi, hapu and whānau, while growing in the knowledge of Māoritanga. Kapa Haka allows Māori students to reveal the potential of self, culture and identity through the art of performing." (Kaiwai, 2001)

At Ōpoutere School, Kapa Haka is a valued and an important aspect of our curriculum. We believe Kapa Haka improves students' general attitude towards school. It encourages parent participation, which flows on to other aspects of school life. Kapa Haka gives our students a sense of pride while offering opportunities for collaborative and group learning. Kapa Haka is a unique medium for learning, building our school community and developing relationships between students, teachers and whānau.

We have two Kapa Haka roopu at Ōpoutere School. Puawai junior students and Tāne Mahuta students who are confident and disciplined, and show a passion for learning about Te Reo Māori and Māori culture through the genres of song, dance and performance. Students in Tāne Mahuta range in ages 8 - 13 years old.

Through the teachings of Kapa Haka at Ōpoutere School we aim to grow in our tamariki:

Pride in Personal Identity.

- Pride in Ōpoutere School
- Pride in Māori Culture

Tutors and students strive to:

- Reach a high standard of performance
- Develop students' confidence
- Build a sense of belonging and whānau
- Develop personal discipline
- Nurture a passion for Māori culture
- Perform in our local community
- Compete at Hauraki Festival in October every two years
- Perform at Coromandel Cultural festival annually
- Matariki Community Festival

## Play Based Learning

Learning through play at Ōpoutere School is a pedagogical approach where play is the valued mode of teaching and learning.

Play based learning at Ōpoutere supports early transitions to school because of continuity between school and local early childhood centres pedagogy and combined use of *Te Whāriki* curriculum. The New entrant teacher deliberately builds on the foundations that have already been laid by ECE teachers.

Play-based learning at Ōpoutere School also:

- Encourages student agency and often results in deeper levels of student engagement. Play contributes to a child's sense of well-being and can support the development of intrapersonal skills such as self-esteem, motivation, resilience, concentration, persistence, and time management.
- Provides a context for interactions with others and gives students the opportunity to practice language development, cooperation, negotiation, leadership, empathy, active listening, and compromise.
- Enables students to engage in flexible and higher-level thinking processes. These include inquiry processes of problem solving, analysing, evaluating, applying knowledge, innovation, and creativity.

## Ōpoutere Curriculum and the Five Frames of Learning

The **Experiential Frame** at Ōpoutere School is the 'hands-on' style learning. The purpose of this frame is not simply to learn a skill through practice, but also to think critically about the practice and to improve upon it

The **Proficiency Frame** focuses on cognitive skills, namely in reading, writing and mathematics. Attention to detail for individual learners maximises success in this frame. In the Proficiency frame students develop the competencies and skills of thinking, learner agency, communication and reflection.

The **Adventure Learning Frame** at Ōpoutere School is a significant and unique component that differentiates our school from other mainstream educational establishments in New Zealand. Our vision is "Character development through adventure based learning".

The **Conceptual Frame** takes an Inquiry approach, where learning is focused on a particular concept. Inquiry units inspire and engage students through real-world experiences and student passions. Inquiry lessons are holistic in that they engage multiple styles of intelligence, learning and follow the four phases of the Action Learning Cycle.

The **Kotahitanga Frame** advocates for unity and well-being, where inclusiveness is created within our school by recognising everyone's uniqueness. The glue that holds our school together is a *culture of care*, which combines rituals, relationships, whanau engagement and reciprocal respect.

### Classroom Organisation 2021

Kowhai	Yr 0-1	Up to 20 students over the year (approx)
Rimu	Yr 2-3	14 students approx
Puriri	Yr 4-5	21 students approx
Totara	Yr 5-6	26 students approx
Kauri	Yr 7-8	25 students approx.

## Teacher: Person Specification

### 1. Qualifications

- Minimum academic qualification of a Diploma of Education.
- Must be a New Zealand registered teacher.

### 2. Relationships

- Ability to foster warm, learning focused relationships with students.
- A willingness to accept, encourage and support parents as an integral part of their child's learning.
- Demonstrate cultural sensitivity.
- Ability to collaboratively engage with others.
- Excellent communication skills.
- Ability to be organised, but adaptive and flexible.
- Ability to work towards the shared direction of a team.

### 3. Teaching

- Proven ability to lead school wide initiatives

Recent successful teaching experience.

- Proven ability to implement programmes focusing on successful outcomes and catering for individual needs.
- Strengths in evaluation and formative assessment.
- Ability, and desire to develop student agency.
- Ability to plan to the NZ curriculum, with a skills based approach, and identified learning needs is essential.
- Strengths in literacy and numeracy teaching, with ability to integrate with relevance and purpose.
- Strengths in using technology to enhance learning.
- Willingness to inquire and engage in the coaching process.

#### **4. Personal Qualities**

- Is an appropriate role model to the community.
  - A good sense of humour is imperative
  - A positive and passionate demeanour

#### **5. Professional requirements**

It is also a requirement that teachers at Opoutere School meet:

- The Interim Professional Standards for teachers, as relevant to their level of experience. The Interim Professional Standards for teachers can be viewed at <http://www.nzei.org.nz/documents/email/PTCA-Schedule-3-Prof-Standards.pdf>
- The Code of Professional Responsibility and Standards for the Teaching Profession (Our Code, Our Standards) which can be viewed at <https://educationcouncil.org.nz/content/our-code-our-standards>

#### **In return we can offer you:**

- Commitment to high quality professional development.
- An exciting and engaging place to work.
- The opportunity to grow professionally and as a leader.
- A supportive and committed Board of Trustees.
- A leadership team that is committed to developing dynamic teachers and leaders.
- Work in a progressive and future focused school.
- Collegial support from a group of motivated, forward thinking, innovative staff.
- Leadership opportunities.

# Ōpoutere Primary School

## Application Form

Please fill in all parts of this form. Enclose a curriculum vitae and cover letter.

Please indicate which year level you are prepared to teach. (You may tick both)

Yr. 7 & 8

Yr. 3 & 4

Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Phone: \_\_\_\_\_ (Home) \_\_\_\_\_ (Work)

Current School: \_\_\_\_\_

Position: \_\_\_\_\_

Highest Relevant Qualification: \_\_\_\_\_

Teacher Registration Number: \_\_\_\_\_

Practising Certificate Expiry Date: \_\_\_\_\_

Referees:

Name: \_\_\_\_\_ Name: \_\_\_\_\_

School: \_\_\_\_\_ School: \_\_\_\_\_

Position: \_\_\_\_\_ Position: \_\_\_\_\_

Work Ph: \_\_\_\_\_ Work Ph: \_\_\_\_\_

Mob: \_\_\_\_\_ Mob: \_\_\_\_\_

Email: \_\_\_\_\_ Email: \_\_\_\_\_

Capacity in which they have known you:

\_\_\_\_\_



Details of schools and class levels taught:

School	Dates	Position	Year level(s)

Total length of service: \_\_\_\_\_

Summary of your previous leadership experience and school wide initiatives that you have led.

---

---

---

---

---

---

---

---

---

---

---

---

Please indicate your strengths that may be advantageous to the children, teaching staff and community of Ōpoutere School:

---

---

---

---

---

---



**Declaration:**

All the information presented in this application, including my C.V. is, to the best of my knowledge, true and accurate in every respect.

I know of no reason, health or otherwise, why I would be unable to carry out the duties of this position.

Criminal record or case(s) pending. (Do not include traffic or parking tickets). YES / NO.

(If 'yes' please write the details on a separate piece of paper)

I give permission for my referees, previous schools and other relevant people to be contacted and for them to give information regarding my performance in previous positions.

Applicant's signature: \_\_\_\_\_

Date: \_\_\_\_\_

This application is to be completed and submitted electronically to Jethro Dyer,  
[principal@opoutereschool.net](mailto:principal@opoutereschool.net)

Application must be received by **3pm, Sunday 18 October, 2020.**