

Waimataitai School

Permanent YR 2 2021



Thank you for your response to the advertisement for the permanent Year 2 position in our school.

Please find enclosed:

- Person Specification – People suited to our staff and school
- Job Description – Staff Wai Learners
- Application Form (MUST BE COMPLETED CORRECTLY)

Further information about our school can be found on our website at www.waimataitai.school.nz

Please forward your:

1. **Completed application form (essential, applicants will not be considered unless this is completed correctly)**
2. **Information relevant to the position** and your
3. **Curriculum Vitae** to:

Jane Culhane
Principal
Waimataitai School
Trafalgar Street
TIMARU 7910

All applications will be treated as confidential.

Please note that positions may be re-advertised if there is not a large enough pool of quality applicants therefore making the timeframes irrelevant. You will be contacted should this be the case.

TIMELINE	
13 November	Applications Close
16 November	Referees contacted, shortlisting
19/20 November	Interviews
Following interviews	Successful applicant offered position
28 January 2021	Position commences

If you wish to discuss the application or visit the school please feel free to arrange a time.

Yours sincerely

Jane Culhane

Principal



Waimataitai School

25 Trafalgar Street,
Timaru 7910
email: jmc017@waimataitai.school.nz
Website: www.waimataitai.school.nz

Phone (03) 684 5566
Fax (03) 684 4709



PERSON SPECIFICATION - PEOPLE SUITED TO OUR STAFF

Scale A Teachers

We have a number of positions, therefore a willingness to be flexible in teaching level is desirable.

Waimataitai Staff is a strong, highly skilled and dedicated professional staff team who work hard to support all students to be successful in their learning. Staff at Waimataitai go the extra mile for children, parents and whanau and they are accustomed to having warm, friendly and strong relationships with the staff. Staff support each other, are collegial and enjoy working together. Visitors who come to our school comment on the feel and like to come back.

If this is the kind of environment you want to work in and be a part of, and you are able to do the following then please submit your application.

The successful applicant will:

- have had recent successful sustained teaching experience at or near the level applying for
- demonstrate strong classroom management practices using positive management strategies, have a strong desire to engage with Waimataitai School Positive Behaviour for Learning (PB4L)
- be a highly motivated, reflective, committed and enthusiastic teacher
- display initiative and high energy providing parents with confidence – have presence
- demonstrate strengths and competence in literacy/numeracy and the development of student agency
- be willing to plan and work co-operatively and collaboratively
- be committed to the growing the use and inclusion of te reo Maori and tikanga Maori within classroom practice.

We are seeking more leadership and passion in the areas of; digital technology and elearning (inclusive of coding), music, drama and sport. Please indicate what you can offer our school in any of these areas and any interest in leadership roles



Waimataitai School

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APPLICATION FORM

Position/s applying for permanent Year 2 position

PERSONAL DETAILS		
Name:		
Address:		
Contact Telephone Numbers: (Work)	(Home)	
Cell Phone:	Email:	
Gender: Male / Female	Date of Birth:	
Ethnic Identification: NZ European	Maori	Other (please state)
Health: Do you have any known injury or illness that may affect your ability to effectively carry out the duties and responsibilities of this position?		
Yes / No		
If Yes please provide detail:		
Teachers only Registration No.:	Provisional / Full	

QUALIFICATIONS
Please give details of Certificate / diploma / degrees held or part thereof; education or other relevant qualifications or refer to CV page number.

INFORMATION RELEVANT TO THE POSITION
On a separate sheet, or as part of letter of application, please supply details as to why you believe you are suitable for the position. Refer to the person specification.

POSITIONS HELD: (Commence with current position)		
School / Institution	Position / classes	Period employed

GENERAL:

Have you ever been convicted of an offence against the law apart from minor traffic convictions, or otherwise know of any reason why you should not be employed at the school?

YES / NO

If Yes, please supply the relevant details or other reasons, together with any comments you may wish to make.

REFEREES:

Please supply the names and details of **three** referees who may be contacted. Any reports obtained will be confidential to the Appointments Committee and later destroyed. The Referee must be able to comment on teaching ability. **Email addresses may be used to contact referees therefore correct email contact info is important to supply.**

Referee 1	Referee 2	Referee 3
Name:	Name:	Name:
Address:	Address:	Address:
Email:	Email:	Email:
Phone (home):	Phone (home):	Phone (home):
Phone (work):	Phone (work):	Phone (work):
Cell Phone:	Cell Phone:	Cell Phone:
Relationship:	Relationship:	Relationship:

I agree to the referees provided to the Waimataitai Board of Trustees in respect of my application for the position being used for the purpose of considering my suitability for the position.

I also agree that the Board may make further verbal or written inquiry from referees provided and my previous employers.

Signed:

CONFIRMATION

I declare that to the best of my knowledge and answers in this application form and the information provided in my C.V. are correct and I understand that if any false or misleading information is given, or any material or information suppressed, I will not be employed, or if I am employed my employment will be terminated. I will be required to provide 2 recognised certified copies of my identity, one to be photographic at interview.

Signed:



WAIMATAITAI SCHOOL



TEACHER JOB DESCRIPTION 2021

Name:

Position: SCALE A TEACHER

Responsible to: Board of Trustees, Principal, Team Leader

Terms of Employment:

- Member of collective agreement (NZEI)
- Individual Contract

Teaching staff are employed under the terms and conditions of the Primary Teachers' (including Deputy and Assistant Principals and other unit holders) Collective Agreement 2019 to 2021

Responsibilities: To work with the Principal, Staff and Community in the spirit of the School Charter to provide the most effective possible educational environment for the benefit of Waimataitai School pupils.

Key Performance Areas:

Performance will be assessed against the relevant professional standards and the Standards for Teachers set by the Education Council of Aotearoa New Zealand

Waimataitai staff are expected to model the Wai Learner attributes to all of our school community by being;

- Curious
- Motivated
- Reflective
- Respectful
- Team players

Staff have collectively agreed to what this looks like in our school. A copy of this is attached.

Standard of Teaching	What this means at Waimataitai (Quality Teaching Practice)
<p>Demonstrate commitment to tangata whenuatanga and Tiriti o Waitangi partnership in Aotearoa New Zealand.</p> <p>Understand and recognise of the unique status of tangata whenua in Aotearoa New Zealand.</p> <p>Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi.</p> <p>Practise and develop the use of te reo and tikanga Māori.</p>	<p>Classroom reflects New Zealand’s bicultural heritage. Interactions show an understanding of Treaty - Protection, Participation and Partnership e.g. the need to celebrate and promote Maori culture, te Reo Maori, Maori perspectives.</p> <p>Te reo and tikanga Maori aspect is included in classroom programmes.</p> <p>Tikanga is respected, modelled and the expected culture of the classroom</p> <p>Active encouragement and initiatives in place to involve whanau in child’s education and school activities</p> <p>Elements of te reo are evident in planning , classroom and school displays, student work and language, used.</p> <p>Promote the high aspirations and success of our Maori students</p>

<p>Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.</p>	<p>Build strong and effective relationships with students, knowing the learner and their family/whanau. Based on trust, honesty and consistency.</p> <p>Maintain professional and respectful relationships in all interactions</p>
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<p>Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources.</p> <p>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.</p> <p>Engage in professional learning and adaptively apply this learning in practice.</p> <p>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.</p> <p>Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem-solving and learning-focused collegial discussions</p>	<p>Develop and deliver a learner-centred classroom programme.</p> <p>Take an active part in collaborative planning with team members, other professionals working with students</p> <p>Work proactively and collaboratively with community agencies and groups where appropriate.</p> <p>Ongoing Reflection on and act to improve practice for the benefit of student learning and achievement.</p> <p>Set personal goals to inquire or research into the impact of own teaching practice</p> <p>Take responsibility for own Professional Learning e.g. through release time, observations, readings, inviting observations of self, videoing and reflecting on own practice.</p> <p>Take a full and active part in all school professional learning and support other staff in their professional learning.</p> <p>Observe and be observed by colleagues and use dialogue to improve teaching and learning.</p> <p>Share own reflections and engage in learning conversations and investigations which improve student outcomes at team and full staff level.</p> <p>Reflect on and discuss appropriate professional readings e.g. at team, staff meetings and PL meetings.</p> <p>Share assessment data, student work with colleagues as a basis for discussion on practice. Include a self-reflective element in discussing student achievement.</p>
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<p>Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.</p> <p>Engage in reciprocal, collaborative learning-focused relationships with:</p> <ul style="list-style-type: none"> • learners, family and whānau • teaching colleagues, support staff and other professionals • agencies, groups and individuals in the community. <p>Communicate effectively with others.</p> <p>Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility.</p> <p>Communicate clear and accurate assessment for learning and achievement information.</p>	<p>Build strong and effective relationships with students, knowing the learner and their family/whanau. Based on trust, honesty and consistency.</p> <p>Proactively and effectively communicate with parents and caregivers, utilising a variety of forms of communication to contact family whanau.</p> <p>Recognises, celebrate and acknowledges the cultures within the class environment.</p> <p>Take an active part in collaborative planning with team members, other professionals working with students</p> <p>Promote Wai Learner attributes in class in the playground and across the school.</p> <p>Use the school wide PB4L Behaviour system clearly and transparently and consistently across the school.</p> <p>Provide a classroom learning programme which provides for the needs of all students.</p> <p>Ensure that prior knowledge, relevance and interest is considered as a basis for learning allowing new learning to link to previous learning and other contexts</p> <p>Ensure many opportunities to practise new learning in different ways.</p> <p>Student goals are frequently reviewed in response to evidence of achievement.</p> <p>Students are involved in collaborative setting of success criteria.</p>
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	<p>Wai Learner qualities are promoted as keys to success in learning.</p> <p>Explicit teaching of metacognition. Explicit teaching of how learning happens – learning to learn.</p> <p>Opportunities for children to reflect on their learning processes.</p> <p>Know your learners, their background their family their whanau and their circumstances. Work with these in how you approach your content, and teaching and programme delivery.</p> <p>Use a range of teaching strategies and approaches, both digital and traditional. Reflect on the effect of strategies on learning.</p> <p>Provide opportunities for the children to have an input into things that matter to them, classroom design, teaching approaches, and learning programme.</p>
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<p>Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.</p> <p>Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning.</p> <p>Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks.</p> <p>Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs.</p> <p>Manage the learning setting to ensure access to learning for all and to maximise learners’ physical, social, cultural and emotional safety</p>	<p>Provide a classroom learning programme which provides for the needs of all students.</p> <p>Consider children’s physical safety and complies with Health and safety procedures in the school.</p> <p>Seek and provide support from management for outside agencies for students who require additional physical, emotional and social support.</p> <p>Consider children’s physical safety and complies with Health and safety procedures in the school.</p> <p>Provide a caring and consistent environment based on the PB4L system across the school. Students will feel valued, safe and welcome to share their thoughts and learning. Ensure students have opportunities to safely share concerns or worries with support.</p> <p>Student voice will be recognised as a valuable source of information and valid consideration within the class.</p> <p>Develop methods and procedures to ensure that students are actively involved as partners in their learning.</p> <p>Plan and group students according to their learning needs.</p> <p>Develop a classroom which provides the students with the opportunity to work in cooperative groups and engage in constructive peer feedback</p> <p>Know your learners, their background, their family, their whanau and their circumstances. Work with these in how you approach your content, and teaching and programme delivery.</p>
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<p>Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner’s strengths, interests, needs, identities, languages and cultures.</p>	<p>Follow the Waimataitai school curriculum model, planning systems, assessment systems, reporting systems and procedures as outlined in the appropriate documentation.</p>
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<p>Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners.</p> <p>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.</p> <p>Design and plan culturally responsive, evidence-based approaches which reflect the local community and Te Tiriti o Waitangi partnership in New Zealand.</p> <p>Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners.</p> <p>Design learning informed by national policies and priorities.</p>	<p>Involve students in the ownership of their learning, knowing about the what, the why, and the how they are learning, so they are able to identify when they have achieved this and their next steps.</p> <p>Ensure that prior knowledge, relevance and interest is considered as a basis for learning allowing new learning to link to previous learning and other contexts</p> <p>Students are involved in collaborative setting of success criteria.</p> <p>Explicit teaching of metacognition. Explicit teaching of how learning happens – learning to learn.</p> <p>Opportunities for children to reflect on their learning processes.</p> <p>Know your learners, their background their family their whanau and their circumstances. Work with these in how you approach your content, and teaching and programme delivery.</p> <p>Adapt communication (style or content) to meet the cultural needs of the learning community.</p> <p>Assessment is based on the Waimataitai School Assessment guidelines. All planning is based on assessment information (formal or informal) with explicit links to student needs.</p> <p>Where appropriate share assessment information with students. Develop systems for students to track their own assessment and progress.</p> <p>Complete all formal assessments and reporting to learning team, principal and parents in a timely manner.</p> <p>Follow school systems where family/whanau can access assessment and progress easily e.g. informal chats, shared learning, student workbooks, wall displays, facebook pages, and children’s explanations of their learning.</p> <p>Continue to reflect on your teaching beliefs to ensure that they are supported by current pedagogical knowledge.</p>
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<p>Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.</p> <p>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.</p> <p>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.</p>	<p>Ongoing Reflection on and act to improve practice for the benefit of student learning and achievement.</p> <p>Identify own personal professional development needs in response to class needs and identified areas.</p> <p>Involve students in the ownership of their learning, knowing about the what, the why, and the how they are learning, so they are able to identify when they have achieved this and their next steps.</p> <p>Ensure that prior knowledge, relevance and interest is considered as a basis for learning allowing new learning to link to previous learning and other contexts</p> <p>Ensure many opportunities to practise new learning in different ways.</p> <p>Student goals are frequently reviewed in response to evidence of achievement.</p>
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<p>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. Use critical inquiry and problem solving effectively in their professional practice.</p>	<p>Assessment is based on the Waimataitai School Assessment guidelines. All planning is based on assessment information (formal or informal) with explicit links to student needs. Where appropriate share assessment information with students. Develop systems for students to track their own assessment and progress. Complete all formal assessments and reporting to learning team, principal and parents in a timely manner.</p>
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Other negotiated professional and administrative responsibilities

Admin responsibilities :

Staff Wai Learners

What we expect of each other

Team Player

Following expectations – consistency
Taking an interest in work mates
Selflessly helps others without being asked
Kindness Put ups
Being able to laugh with each other and sometimes at each other.
Appropriate pranks , having fun together
Enjoying each other's company
Making an effort to know others
Share knowledge – computer knowledge
Supporting decisions
Empties and loads the dishwasher
Responsibility – completes and works with others
Support each other with difficult situations
Sees what they can do to help rather than waiting on management
Stepping up when needed
Duty cover during swimming/ trips/to help out
Remember to give people their breaks / doing first aid
Equal contributions - planning – resources
Bounce ideas off each other
Mahi tahi
Getting in the swimming pool for your team
Respond in a timely way to emails/requests for info
Act on feedback

Reflective

Seeking help
How do I get that kid engaged?
Accepting mistakes not beating yourself up
Following the interests of kids
Team meeting discussions
Mulling things over
Giving and receiving feedback
It's okay to say I was wrong or I don't know, but let's find out
Appraisal
Am I being a positive role model?
Discussions, observations, moderation, kids, staff whanau
Giving and receiving feedback
Adapting Flexible
Having conversations
Does my behaviour reflect what I expect from the kids
Adapting other's ideas to suit
Giving something ago, risk taking
Being honest – asking for help
Making connections
Being realistic – thinking through ideas
Work life balance
Do my actions or inactions impact on others

Curious

Being excited about what we are doing
Making a change
Growth mindset
Wondering what you want to do next
Asking what can you do next for every child?
Taking a risk
Step outside your comfort zone
Challenging yourself
"Tell me more..."
Want to learn more/know more caring /interest in others
A habit of mind
Asking questions
Research finding out more
Teaching as inquiry
FOMO- (fear of missing out)
Setting goals
Focus and interest
What is my next challenge?
Team players (planning)
Listening to others
How can I help others in my team to use/show my expertise
Open to advice taking on
Getting to know your colleagues
Following the teachable moment

Respectful

Smiling and greeting others
Knowing whanau /greeting them in their language – and using their names
Listening and considering (with students and staff)
Being organised – so colleagues aren't held up – others aren't let down
Respecting deadlines
Being a team player – doing your bit
Knowing your students – a colleagues (supporting them)
Giving credit where it is due
Thinking about others
Offering but also accepting help
Taking the time to get to know others
Modelling the respect of environment/ allowing/accepting/differences
Giving credit where it is due
Thinking about others
Offering but also accepting help
Showing interest in home life
Not taking other people's property (ideas without their permission)
Everyone's ideas and opinions are important
Making the effort to get to know the kids
Treat others as you would like to be treated
Non-judgemental
Diversity
Kindness

Motivated

Come organised for the day
Arrive before 8.30 with a smile
Being reliable
Enthusiastic
Bring their enthusiasm to school
Try new things not same old same old
Giving things a go
Yes let's
I'll do it
Help others at school
Think ahead
Build relationships with kids and whanau
Complete planning
Challenging yourself
Arrive early leave late
Do what required in preparation
Extra mile to plan lessons and make them interesting
Making new resources putting best effort in
Take on extra roles/jobs
Bouncing ideas
Attend school functions – cheese rolls, fair disco, quiz
Consistent expectations
Adapt and change planning due to learning progress
Positive mindset
Try their best
See it to the end
Be positive work mates and supportive