



Cotswold School Application Package For Teaching Position

- Apply Here: <https://form.jotform.com/cotswold/Application2020-4>
- Applications Close on Friday 27 March, 2020 at 9.30am

WE ARE ...

- A U6, Decile 8, Contributing Primary School
- Our staffing allocation for 2020 totals 27.09 teachers.
- Our grading roll for 2020 is 543.
- Our roll generates 30 Units and 3 In School Kāhui Ako positions for 2019.
- Cotswold School generates 1 Learning Support Coordinator from the start of the 2020 school year..
- An Enrolment Scheme has been in place for ten years.
- The school operates two syndicates.



WE ARE LOCATED ...

Cotswold Avenue
 Bishopdale
 Christchurch 8053
 Telephone: (03) 3598035
 Fax: (03) 3594460
 Email: principal@cotswold.school.nz
 Website: www.cotswold.school.nz

OUR VISION

The Cotswold School community is Building Brighter Futures. Cotswold learners will be **respectful** students who **communicate** effectively, are **risk takers** and **thinkers** who are actively **involved** in their learning and the community.

OUR VALUES

At Cotswold School we value:

- Caring
- Communicating
- Contributing
- Creating
- Challenging

COTSWOLD

OUR BELIEFS

At Cotswold School we believe that students learn best when teachers:

- Encourage Reflective Thought and Action
- Enhance The Relevance Of New Learning
- Make Connections
- Provide Multiple Opportunities To Learn
- Facilitate Shared Learning
- Create A Supportive Learning Environment
- Integrate Information And Communication Technologies



WE OFFER ...

The Education Review Office completed our most recent review during September, 2016. This review found that leaders and teachers:

- Know the children whose learning and achievement need to be accelerated
- Respond effectively to the strengths, needs and interests of each child
- Regularly evaluate how well teaching is working for these children
- Act on what they know works well for each child
- Build teacher capability effectively to achieve equitable outcomes for all children
- Are well placed to achieve and sustain equitable and excellent outcomes for all children.

In a recent school survey parents identified a number of special characteristics that sets Cotswold School apart from others including:

- Quality of teachers and strong leadership team. This provides a solid platform for learning and growing. Very impressed with the leadership from the top right through all staff and team members.
- High standards, caring environment and passionate staff
- Well organised school with experienced staff
- A real sense of community. Great community values - the school has a real family friendly feel about it - a family orientated school.
- The size of the school gives lots of opportunities not available in many other primary schools. These include a wide range of sporting and cultural opportunities for all children.
- The diverse cultural mix.
- Professional approach to teaching, A well articulated vision and the strong commitment to a positive school identity.
- Access to a wide range of technology and ICT's.
- Teachers take learning seriously and assess the children so that they can shape their teaching around how the child learns and the areas that they require extra focus on. Our children are encouraged to participate in cultural and sporting activities.
- A caring structured and disciplined environment.
- An environment of inclusion and participation for everyone.
- Family and friends love to come and watch the children in school productions, shows, assemblies, cross country, sports days and see their learning in the classroom. Cotswold promotes a home-school relationship that we love being part of in helping our children reach their potential. Grandparents are amazed at the reports our children get and all of the activities they are able to be involved in.



PHYSICAL RESOURCES INCLUDE

Cotswold School is currently in the middle of a major redevelopment and rebuild programme broken into three stages.

Stage 1 (December 2018 – November, 2019)

- Removal of 5 classrooms
- Modify & Repair Admin Block including the development of a new staffroom
- Construction Of A New Teaching Block.

Stage 2 (November 2019 – April, 2020)

- Modify, Repair and Refurbish Two Canterbury Teaching Blocks

Stage 3 (April, 2020 – August, 2020)

- Modify, Repair and Refurbish One Canterbury Teaching Blocks
- Repairs to Multi-Purpose Hall & Associated Teaching Spaces

We currently have:

- Twenty One Classrooms
- Multi-purpose complex comprising hall, technology room, kitchen, two specialist teaching spaces and sports store.
- An Information Centre comprising library, staff resource area and meeting rooms.
- Digital technology equipment including:
 - Chromebooks in all Year 3 – 6 classrooms
 - iPads in all classrooms
 - Laptop computers in all classrooms
 - Teacher laptops
 - Teacher iPads
 - Teacher Chromebooks
 - Beebot, Makeblock, Sphero and associated STEM technology
- A comprehensive collection of staff and pupil resources to assist with all areas of the school curriculum.
- Three modern, modular type adventure playgrounds.
- A sixty metre fitness circuit/confidence course
- An enthusiastic & dedicated staff team committed to the educational needs of our pupils.
- A modern administration area complete with teacher workroom, resource areas and staffroom.

THE PRESENT STAFF TOTALS MORE THAN FIFTY PEOPLE & INCLUDES ...

- Non-teaching Principal
- Associate Principals
- Leaders of Learning
- Scale A Teachers
- SENCO
- Reading Recovery Teacher
- Part time Teachers
- Teacher Aides
- Librarian
- Office Manager
- Principal's PA
- Caretaker



NEW ZEALAND EDUCATION GAZETTE ADVERTISEMENT

Cotswold School

Attractive, well-resourced U6 contributing school situated in NW Christchurch. Scale A Fixed-term position for the remainder of the 2020 school year. Year 4 teaching level. We require a creative, innovative and enthusiastic teacher who has a passion for learning, sound curriculum knowledge, committed to excellence, team-orientated and willing to work hard with a team of dedicated, fun-loving professionals.

An application package detailing these positions is available our website www.cotswold.school.nz . Applications are to be submitted electronically using our digital application form <https://form.jotform.com/cotswold/Application2020-4> . Applications close at 9.30am on Friday 27 March, 2020

POSITION OUTLINE

Applicants should be able to clearly demonstrate a skillset, experience and leadership in one or more of the following areas:

- EOTC activities and experiences for students at all levels
- Sporting activities and experiences for students at all levels
- Music, Drama and Dance
- Te reo Maori
- Kapa haka
- Gifted & Talented student support
- Health & Wellbeing
- Digital Technologies

Applicant should also be able to demonstrate skills and experience in integrating digital technologies including Google Apps for Education and/or Seesaw into their classroom environment

Applicants should also detail the key areas they believe they could make a contribution to the wider life of our school.

APPOINTMENT TIMELINE

- 16 March, 2020 –Application Package Available via Website & Email
- 16 March, 2020 – Position Advertised in Education Gazette Online
- 27 March, 2020 - Applications Close (9.30am)
- 27 March – 1 April, 2020 - Short listing, Interviews & Appointment
- 28 April, 2020 – Successful Applicant Takes Up Position (date negotiable)



PERSON SPECIFICATION FOR ALL POSITIONS

The successful applicant will be expected to operate within the framework provided by:-

- School Charter;
- NZ Curriculum Framework;
- National Curriculum Statements;
- School Programme and Policy Statements;
- School Education Plan.

We Require A Person Who Can Demonstrate:

- 👉 Curriculum strengths in one or two areas;
- 👉 Teaching experience within the Years 1 – 6 level;
- 👉 A thorough knowledge & understanding of the NZ Curriculum;
- 👉 An understanding & willingness to commit to curriculum integration and inquiry-based learning;
- 👉 A willingness to work in a collaborative environment;
- 👉 An on-going commitment to professional development;
- 👉 Innovation in their teaching, classroom programme and environment;
- 👉 Information & communication technology literacy & interest;

👉 Proven management skills

- Be prepared to assume leadership, responsibility, or support in areas to be negotiated;
- Be an effective classroom manager;
- Have time management skills.

👉 Commitment to & support for our team

- Be able to join the school vision and mission;
- Be willing to fit in with the existing team;
- Have a high level of personal motivation;
- Be innovative and creative;
- Be able to think critically;
- Have enthusiasm for teaching.

👉 An involvement with children inside and outside the classroom

- Have a wide range of teaching skills;
- Have behaviour management skills;
- Be able to establish warm, caring and positive relationships with our children.

👉 Appropriate qualifications

- Be a registered or provisionally registered teacher;
- Have on-going professional development;
- Have, or be working towards, educational qualifications;
- Have a belief in learning.

👉 Interpersonal skills

- Be able to communicate with and relate to children, staff, Board of Trustees, Parents Association and others in the school community;
- Be a positive role model for all;
- Be approachable, supportive and caring;
- Have integrity;
- Be open minded and fair;
- Have a sense of humour;
- Be interested and involved.

👉 A willingness to develop a commitment to our school

- Be prepared to participate in the wider life of the school, such as Education Outside the Classroom, The Arts or Sports, Recreational and Cultural programmes.

If you require any further information please contact:

Stephen Harrison
Principal
Cotswold School
Telephone: (03) 3598035
Fax: (03) 3594460
E-mail: stephen.harrison@cotswold.school.nz



Job Description & Performance Agreement

NAME:

POSITION:

TERMS OF EMPLOYMENT: *Collective Contract*

RESPONSIBLE TO: *Principal – Stephen Harrison
Syndicate Leader -*

PS APPLYING:

<i>Beginning</i>	<input type="checkbox"/>
<i>Fully Registered</i>	<input type="checkbox"/>
<i>Experienced</i>	<input type="checkbox"/>
<i>Unit Holders</i>	<input type="checkbox"/>

.....
«Preferred_name» «Family_name»

.....
Date

.....
Stephen Harrison, Principal

.....
Date

PROFESSIONAL STANDARDS KEY:

Applies To:

*Beginning, Fully Registered, Experienced
Teachers & Unit Holders With Teaching
Responsibility (B)*

*Fully Registered, Experienced Teachers & Unit
Holders With Teaching Responsibility (FR)*

*Experienced Teachers & Unit Holders With
Teaching Responsibility (E)*

APPRAISAL KEY

RL *Reflective Log*

CO *Classroom Observation*

P *Planning*

WT *Walk Through*

R *Reporting*

PC *Professional Conversations*

TE TIRITI O WAITANGI PARTNERSHIP

STANDARDS FOR THE TEACHING PROFESSION		REGISTERED TEACHER CRITERIA		APPRAISAL KEY	PROFESSIONAL STANDARDS	TATAIAKO
Standard	Elaboration Of The Standard	Criteria/Key Tasks	Teacher Actions/Key Indicators		Standards	Cultural Competency
Te Tiriti o Waitangi Partnership Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.	<ul style="list-style-type: none"> Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand. 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 Māori. 	3. Demonstrate commitment to bicultural partnership in Aotearoa New Zealand 10. Work effectively within the bicultural context of Aotearoa New Zealand	<ul style="list-style-type: none"> Demonstrate respect for the heritages, languages and cultures of both partners to the Treaty of Waitangi Practise and develop the relevant use of te reo Māori me ngā tikanga-a-iwi in context Specifically and effectively address the educational aspirations of ākonga Māori, displaying high expectations for their learning Is able to use te reo o Ngati porou, or English to enhance effective communication with students and parents. Actively promotes and models the correct use of te reo Maori and positive attitudes towards the Maori language as one of the official languages of Aotearoa New Zealand. Incorporate and integrate Te reo and tikanga Maori in the class programme Pronounces te reo Maori correctly in day to day practice and demonstrates a growing knowledge of te reo Maori and tikanga Maori. Attend cultural events at school or in the local community. Promotes the ability of akonga to operate in both cultures. 	RL/CO RL/CO/WT RL/P RL/R RL/CO CO/WT/RL RL/CO RL RL/CO	<ul style="list-style-type: none"> Understand the implications of the Treaty of Waitangi and te reo me ona tikanga (B) Demonstrate knowledge of the Treaty of Waitangi and te reo me ona tikanga (FR) Communicate clearly and accurately in either, or both, of the official languages of New Zealand (FR) Understand and use existing models of effective practice eg. Kotahitanga and Ka Hikitia (FR) 	Tangata Whenuatanga <ul style="list-style-type: none"> Affirms Māori learners as Māori- provides contexts for learning where the identity, language and culture ('cultural locatedness') of Māori learners and their whanau is affirmed

PROFESSIONAL RELATIONSHIPS

STANDARDS FOR THE TEACHING PROFESSION		REGISTERED TEACHER CRITERIA		APPRAISAL KEY	PROFESSIONAL STANDARDS	TATAIAKO
Standard	Elaboration Of The Standard	Criteria/Key Tasks	Key Indicators		Standards	Cultural Competency
Professional Relationships Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.	<ul style="list-style-type: none"> Engage in reciprocal, collaborative learning-focused relationships with: <ul style="list-style-type: none"> learners, families and whānau teaching colleagues, support staff and other professionals agencies, groups and individuals in the community. 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. 	<ol style="list-style-type: none"> Establish and maintain effective professional relationships focused on the learning and well-being of ākonga Demonstrate commitment to promoting the well-being of all ākonga Demonstrate commitment to bicultural partnership in Aotearoa New Zealand Demonstrate in practice their knowledge and understanding of how ākonga learn Respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of ākonga 	<ul style="list-style-type: none"> Engage in ethical, respectful, positive and collaborative professional relationships with: <ul style="list-style-type: none"> ākonga teaching colleagues, support staff and other professionals whānau and other carers of ākonga agencies, groups and individuals in the community Take all reasonable steps to provide and maintain a teaching and learning environment that is physically, socially, culturally and emotionally safe Acknowledge and respect the languages, heritages and cultures of all ākonga Comply with relevant regulatory and statutory requirements Demonstrate respect for the heritages, languages and cultures of both partners to the Treaty of Waitangi Enable ākonga to make connections between their prior experiences and learning and their current learning activities Provide opportunities and support for ākonga to engage with, practise and apply new learning to different contexts Encourage ākonga to take responsibility for their own learning and behaviour Assist ākonga to think critically about information and ideas and to reflect on their learning Demonstrate knowledge and understanding of social and cultural influences on learning, by working effectively in the bicultural and multicultural contexts of learning in Aotearoa New Zealand Select teaching approaches, resources, technologies and learning and assessment activities that are inclusive and effective for diverse ākonga Modify teaching approaches to address the needs of individuals and groups of ākonga 	RL/CO RL/CO/WT RL/P/CO P/CO CO/RL CO/RL/P RL/P/CO RL/CO/R RL/CO/P/R RL/CO/P RL/CO/P RL/CO/P RL/CO/P/RS	<ul style="list-style-type: none"> Demonstrate skills of effective communication (B) Apply understandings of positive behaviour management (B) Create and maintain a safe environment that is conducive to learning (B) Understand the implications of the Treaty of Waitangi and te reo me ona tikanga (B) Continually evaluate and reflect on their teaching and act on areas where it can be improved (B) Demonstrate effective techniques for motivating students (B) Demonstrate expectations that value and promote learning (B) Communicate with families, whānau and caregivers (FR) Share information with colleagues (FR) Establish good relationships with students and respect their individual needs and cultural backgrounds (FR) Organise a safe physical environment (FR) Demonstrate knowledge of the Treaty of Waitangi and te reo me ona tikanga (FR) Demonstrate a range of effective teaching techniques (FR) Demonstrate flexibility and responsiveness (FR) Impart subject content effectively (FR) Use appropriate technology and resources (FR) Recognise and support diversity amongst individuals and groups (FR) Engage students in learning (FR) Establish high expectations that value and promote learning (FR) Demonstrate a high level of commitment to student welfare and learning (E) Demonstrate a wide range of techniques that provide strong motivation for a diversity of students (E) 	<p>Whanaungatanga</p> <ul style="list-style-type: none"> Actively engages in respectful working relationships with Maori learners. Parents and whanau, hapu, iwi and the Maori community <p>Manaakitanga</p> <ul style="list-style-type: none"> Demonstrates integrity, sincerity and respect towards Māori beliefs, language and culture <p>Tangata Whenuatanga</p> <ul style="list-style-type: none"> Affirms Māori learners as Māori- provides contexts for learning where the identity, language and culture ("cultural locatedness") of Māori learners and their whanau is affirmed <p>Ako</p> <ul style="list-style-type: none"> Takes responsibility for their own learning and that of Māori learners

LEARNING-FOCUSED CULTURE

STANDARDS FOR THE TEACHING PROFESSION		REGISTERED TEACHER CRITERIA		APPRAISAL KEY	PROFESSIONAL STANDARDS	TATAIAKO
Standard	Elaboration Of The Standard	Criteria/Key Tasks	Key Indicators		Standards	Cultural Competency
Learning-focused Culture Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety	<ul style="list-style-type: none"> 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 regulatory, statutory and professional requirements. 	2. Demonstrate commitment to promoting the well-being of all ākonga 7. Promote a collaborative, inclusive and supportive learning environment 9. Respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of ākonga	<ul style="list-style-type: none"> Take all reasonable steps to provide and maintain a teaching and learning environment that is physically, socially, culturally and emotionally safe Acknowledge and respect the languages, heritages and cultures of all ākonga Comply with relevant regulatory and statutory requirements Demonstrate effective management of the learning setting which incorporates successful strategies to engage and motivate ākonga Foster trust, respect and cooperation with and among ākonga Demonstrate knowledge and understanding of social and cultural influences on learning, by working effectively in the bicultural and multicultural contexts of learning in Aotearoa New Zealand Select teaching approaches, resources, technologies and learning and assessment activities that are inclusive and effective for diverse ākonga Modify teaching approaches to address the needs of individuals and groups of ākonga 	RL/CO/PC RL/CO/PC RL/CO/SR RL/CO/PC RL/CO/PC RL/CO/P/PC RL/CO/P/PC RL/CO/P/PC	<ul style="list-style-type: none"> Apply understandings of positive behaviour management (B) Create and maintain a safe environment that is conducive to learning (B) Manage student behaviour positively(B) Create an environment of respect and understanding (B) Provide and maintain a purposeful working atmosphere (B) Model interactions in ways that are known to be associated with developing respect and understanding(B) Establish good relationships with students and respect their individual needs and cultural backgrounds (FR) Organise a safe physical environment (FR) Recognise and support diversity amongst individuals and groups (FR) Engage students in learning (FR) Establish high expectations that value and promote learning (FR) Demonstrate a high level of commitment to student welfare and learning (E) Effectively manage challenging learning environments (E) Demonstrate a wide range of techniques that provide strong motivation for a diversity of students (E) 	Manaakitanga <ul style="list-style-type: none"> Demonstrates integrity, sincerity and respect towards Māori beliefs, language and culture Tangata Whenuatanga <ul style="list-style-type: none"> Affirms Māori learners as Māori – provides contexts for learning where the identity, language and culture ('cultural locatedness') of Māori learners and their whanau is affirmed

DESIGN FOR LEARNING

STANDARDS FOR THE TEACHING PROFESSION		REGISTERED TEACHER CRITERIA		APPRAISAL KEY	PROFESSIONAL STANDARDS	TATAIAKO
Standard	Elaboration Of The Standard	Criteria/Key Tasks	Key Indicators		Standards	Cultural Competency
Design For Learning Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identity, language and cultures.	<ul style="list-style-type: none"> 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 that reflect the local community and Tiriti o Waitangi partnership in New Zealand. 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. 	6. Conceptualise, plan and implement an appropriate learning programme	<ul style="list-style-type: none"> Articulate clearly the aims of their teaching, give sound professional reasons for adopting these aims, and implement them in their practice 	RL/P/CO/PC	<ul style="list-style-type: none"> Plan programmes and develop learning and assessment strategies that are consistent with sound teaching and learning practice(B) Have a sound knowledge of curriculum, learning and assessment theory (B) Continually evaluate and reflect on their teaching and act on areas where it can be improved (B) Demonstrate effective techniques for motivating students (B) Demonstrate expectations that value and promote learning (B) Provide feedback to students (B) Use performance data to develop new learning programmes to lift student achievement- Teaching as Inquiry (B) Are competent in the content of relevant curriculum (FR) Use appropriate teaching objectives, programmes, learning activities, and assessment (FR) Use appropriate technology and resources(FR) Demonstrate a range of effective teaching techniques (FR) Demonstrate flexibility and responsiveness (FR) Impart subject content effectively (FR) Use appropriate technology and resources (FR) Recognise and support diversity amongst individuals and groups (FR) Engage students in learning (FR) Establish high expectations that value and promote learning (FR) Communicate clearly and accurately in either, or both, of the official languages of New Zealand (FR) Understand and use existing models of effective practice eg. Kotahitanga and Ka Hikitia (FR) Demonstrate a broad range of highly effective teaching techniques (E) Demonstrate a high level of knowledge of relevant curriculum and of current learning and assessment theory (E) Demonstrate a wide range of techniques that provide strong motivation for a diversity of students (E) 	Ako <ul style="list-style-type: none"> Takes responsibility for their own learning and that of Māori learners Tangata Whenuatanga <ul style="list-style-type: none"> Affirms Māori learners as Māori – provides contexts for learning where the identity, language and culture ('cultural locatedness') of Māori learners and their whanau is affirmed Wānanga <ul style="list-style-type: none"> Participates with learners and communities in robust dialogue for the benefit of Māori learners
		8. Demonstrate in practice their knowledge and understanding of how ākonga learn	<ul style="list-style-type: none"> Through their planning and teaching, demonstrate their knowledge and understanding of relevant content, disciplines and curriculum documents 	RL/P/CO/PC		
		9. Respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of ākonga	<ul style="list-style-type: none"> Enable ākonga to make connections between their prior experiences and learning and their current learning activities Provide opportunities and support for ākonga to engage with, practise and apply new learning to different contexts 	RL/P/CO/PC		
		10. Work effectively within the bicultural context of Aotearoa New Zealand	<ul style="list-style-type: none"> Encourage ākonga to take responsibility for their own learning and behaviour 	RL/P/CO/R		
		11. Analyse and appropriately use assessment information, which has been gathered formally and informally	<ul style="list-style-type: none"> Assist ākonga to think critically about information and ideas and to reflect on their learning 	RL/P/CO/R		
			<ul style="list-style-type: none"> Demonstrate knowledge and understanding of social and cultural influences on learning, by working effectively in the bicultural and multicultural contexts of learning in Aotearoa New Zealand 	RL/P/CO/PC		
			<ul style="list-style-type: none"> Select teaching approaches, resources, technologies and learning and assessment activities that are inclusive and effective for diverse ākonga 	RL/P/CO		
			<ul style="list-style-type: none"> Modify teaching approaches to address the needs of individuals and groups of ākonga 	RL/P/CO/P		
			<ul style="list-style-type: none"> Practise and develop the relevant use of te reo Māori me ngā tikanga-a-iwi in context 	RL/P/CO/PC		
			<ul style="list-style-type: none"> Specifically and effectively address the educational aspirations of ākonga Māori, displaying high expectations for their learning 	RL/P/CO/PC		
			<ul style="list-style-type: none"> Analyse assessment information to identify progress and ongoing learning needs of ākonga 	RL/P/CO/SR		
	<ul style="list-style-type: none"> Use assessment information to give regular and ongoing feedback to guide and support further learning 	RL/P/CO/R				
	<ul style="list-style-type: none"> Analyse assessment information to reflect on and evaluate the effectiveness of the teaching 	RL/P/CO/SR				
	<ul style="list-style-type: none"> Communicate assessment and achievement information to relevant members of the learning community 	RL/P/CO/R				
	<ul style="list-style-type: none"> Foster involvement of whānau in the collection and use of information about the learning of ākonga 	RL/P/COSR				

Applications are to be submitted electronically using our digital application form:

<https://form.jotform.com/cotswold/Application2020-4>

**Applications close at 9.30am
on
Friday 27 March, 2020**

