MAHANA SCHOOL

Application Package & Position Description

0.6 Permanent Kaiako / Teacher — Year 6–8

POSITION	CLASS LEVEL	RESPONSIBLE TO	SCHOOL EST.
0.6 Permanent Kaiako	Year 6–8 (Senior Primary)	Principal (Sonia Gianelly)	1915 — Rural Tasman

ABOUT MAHANA SCHOOL & OUR CULTURE

Due to a promotion to a leadership post at another local school, an exciting opportunity has opened up for a passionate educator to join our team at Mahana School!

At Mahana School, we pride ourselves on being an amazing rural school with a tight-knit, highly supportive team and a wonderful community. Guided by our **WARM values**, we foster a nurturing environment where every child is truly known, valued, and cared for. Our students are enthusiastic, fun, sporty, inquisitive, and creative learners who thrive in our collaborative, multi-level learning spaces.

Our WARM Values

Whanaungatanga (Belonging & Relationships) • **Ako** (Reciprocal Teaching & Learning) • **Rangatiratanga** (Leadership & Ownership) • **Manaakitanga** (Care, Respect & Kindness)

WHY YOU'LL LOVE WORKING WITH US

Supportive & Experienced Staff: Work alongside a collaborative, tight-knit team of experienced educators. **Vibrant Rural Community:** Enjoy teaching in a warm, welcoming, and scenic rural setting. **Rewarding Teaching Environment:** Lead a dynamic Year 6–8 multi-level class with dedicated, engaged students.

WHAT WE ARE LOOKING FOR

WARM Values: An enthusiastic, collaborative teacher who embodies Whanaungatanga, Ako, Rangatiratanga, and Manaakitanga, and builds strong, positive relationships across our kura. **Senior Primary Expertise:** A teacher who brings energy, creativity, and high expectations to a multi-level Year 6–8 classroom. **Structured Literacy:** Experience with Structured Literacy (preferred). **Key Strengths:** Strengths in Physical Education and Te Reo Māori (highly desired). **Professional Culture:** Reliable, adaptable, possesses initiative, and brings a sense of humor and fun to the workplace.

APPOINTMENT TIMELINE

Vacancy Advertised	Tuesday 10th November 2026
Applications Close	Monday 23rd November 2026 @ 3:00pm
Shortlisting	Tuesday 24th – Wednesday 25th Nov 2026
Interviews	Friday 27th – Monday 30th Nov 2026
Decision / Offer	Tuesday 1st December 2026
Position Commences	Wednesday 27th January 2027

How to Apply

Please email your CV and a cover letter outlining why you should be employed at our wonderful kura to:

Principal: Sonia Gianelly — sonia.gianelly@mahana.school.nz

MAHANA SCHOOL — PROFESSIONAL STANDARDS FRAMEWORK

Quality Teaching Practices & Professional Mindframes

All teachers at Mahana School are expected to demonstrate commitment to the Standards for the Teaching Profession, aligned with our school quality practices and evaluative mindframes.

Professional Standards	Our Quality Practices	*Evaluative Mindframes / Quality Beliefs*
Te Tiriti o Waitangi Partnership Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.	• Engage with and contribute to the school's culturally responsive practices (food / karakia / waiata / mihi whakatau). • Support and contribute to annual school cultural events. • Encourage and develop working relationships with tangata whenua. • Demonstrate regular use of te reo & tikanga in daily programmes. • Incorporate Te Ao Māori naturally within planning and classroom environments.	*I develop positive relationships.* I understand the need to develop safe, trustful relationships where it is ok to make mistakes and to speak up if something has gone wrong.
Professional Learning Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.	• Action a school-based inquiry aligned with school priorities. • Implement the school's Quality Teaching & Learning Plans. • Engage in schoolwide student achievement data analysis. • Complete annual professional growth cycle (PGC) and contribute to schoolwide professional development goals. • Engage in professional reading and peer feedback / mentoring.	*I am an evaluator.* My fundamental task is to evaluate the effect of my teaching on students' learning and achievement.
Professional Relationships Establish & maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.	• Collaboratively build, implement and monitor Assisted Learning Plans / IEPs. • Advocate for students' needs with staff and external agencies. • Ensure Learning Conferences and Achievement Reports clearly and honestly communicate progress. • Provide genuine opportunities for community engagement. • Consistently meet school Code of Conduct expectations.	*I develop positive relationships.* I foster open, honest dialogue and collaborative partnerships with whānau, tamariki, and colleagues.
Learning-Focused Culture Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.	• Ensure student learning plans regularly monitored and support inclusion. • Differentiate learning within the classroom to ensure all needs are met. • Involve community and whānau to add richness and connection to student learning. • Support cultural practices (waiata / karakia / mihi whakatau). • Contribute positively to ongoing school review processes.	*I talk about learning — not about teaching.* I use and promote our shared language of learning with students, parents, and community. I actively engage in collaboration.
Design for Learning Design learning based on curriculum knowledge, assessment info, and an understanding of each learner's strengths, needs and identities.	• Contribute effectively to collaborative teaching & learning environments. • Engage professionally with new ideas and structured approaches. • Support students to effectively lead their learning conferences. • Develop clear learning pathways so students and whānau can talk about progress. • Provide opportunities for students to shape learning in the classroom.	*I see assessment as feedback to me.* We all know where we are going, how we are going, and where we are going next. I engage in dialogue, not monologue.

Professional Standards	Our Quality Practices	*Evaluative Mindframes / Quality Beliefs*
Teaching Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.	• Planning reflects individual and group needs along with assessment data. • Use a range of formative and summative assessment methods. • Support educational aspirations of Māori through context, tikanga and reo. • Develop strong oral language opportunities to strengthen prior knowledge. • Mould planning adaptively to meet learners' emerging needs.	*I am a change agent.* I recognise, promote and support challenging learning for all students. I teach the value of concentration and perseverance.

MAHANA SCHOOL — CODE OF PROFESSIONAL RESPONSIBILITY

Teachers' Code of Conduct & Employment Agreement

In addition to meeting the Professional Standards, all teachers at Mahana School are expected to comply with the Code of Professional Responsibility set out by the Teaching Council of Aotearoa New Zealand.

1. Commitment to the Teaching Profession

I will maintain public trust and confidence in the teaching profession by:

- Demonstrating a commitment to providing high-quality and effective teaching.
- Engaging in professional, respectful, and collaborative relationships with colleagues.
- Demonstrating a high standard of professional behaviour and integrity.
- Demonstrating a commitment to tangata whenuatanga and Te Tiriti o Waitangi in the learning environment.
- Contributing to a professional culture that supports and upholds this Code.

2. Commitment to Learners

I will work in the best interests of learners by:

- Promoting the wellbeing of learners and protecting them from harm.
- Engaging in ethical and professional relationships with learners that respect professional boundaries.
- Respecting the diversity of the heritage, language, identity, and culture of all learners.
- Affirming Māori learners as tangata whenua and supporting their educational aspirations.
- Promoting inclusive practices to support the needs and abilities of all learners.
- Being fair and effectively managing my assumptions and personal beliefs.

3. Commitment to Families and Whānau

I will respect the vital role my learners' families and whānau play by:

- Engaging in relationships with families and whānau that are professional and respectful.
- Engaging families and whānau in their children's learning.
- Respecting the diversity of the heritage, language, identity, and culture of families and whānau.

4. Commitment to Society

I will respect my trusted role in society and my influence by:

- Promoting and protecting the principles of human rights, sustainability, and social justice.
- Demonstrating a commitment to Te Tiriti o Waitangi based Aotearoa New Zealand.
- Fostering learners to be active participants in community life and engaged in issues important to wellbeing.

POSITION ACCEPTANCE & AGREEMENT

I acknowledge that I have read, understood, and accept the position description and professional conduct expectations as outlined in this document for the role of 0.6 Permanent Kaiako at Mahana School.

Employee Signature

Date: _____

Principal Signature (on behalf of Board of Trustees)

Date: _____