

Application Form for the Waitaki Ara Community of Learning | Kāhui Ako Across School Teacher Role

The Waitaki Ara Community of Learning | Kāhui Ako is seeking an experienced teacher for this Across School Teacher role (two years - 2019-2020) who can work collaboratively to support our community's teachers meet our Achievement Challenges.

The role of the Across Kāhui Ako Teacher is:

- An exciting opportunity to make a difference to the educational opportunities for learners in Waitaki Ara Kāhui Ako
- A great opportunity to work with your colleagues to support our community's teachers and students.
- A chance to make an important difference.

This fixed term role will:

- Focus on improving teaching practices in order to meet the shared achievement challenge
- Work with colleagues to identify and address problems of professional practice
- Work closely with the Community leadership role to focus on the shared achievement challenge
- Promote best teaching practice within a school
- Strengthen the use of an inquiry approach to teaching and learning to achieve the shared achievement objectives.

Terms and Conditions:

The terms and conditions of this appointment are contained in the <http://www.nzei.org.nz/documents/About-us/Variation-PTCA-2013-2015.pdf> or [Secondary Teachers' Collective Agreement 2015-2018](#) or the [Guidelines for the appointment to Community Teacher \(across community\) role in Area Schools](#)

Included in the terms of employment for this role are:

- a salary allowance of \$16,000 per annum while you hold the role
- a stipulated minimum timetabled class-contact hours.

STCA - "at minimum an average of eight (8) timetabled class-contact hours per week".

PTCA - "at minimum a 0.5 FTTE classroom teaching load" – NZEI confirm that means 12.5 hours a week.

In Area Schools - "at minimum an average of eight (8) timetabled class-contact hours per week for teachers predominately teaching years 7-13 or 0.5 FTE of a classroom teaching load for teachers predominately teaching years 1-6)"

- Under the STCA, teachers may not hold more than two permanent management units while in this role.

Please refer to the relevant Agreement for details and discuss any questions with your principal or union rep.

To help you consider this role the Kāhui Ako is providing:

1. This **Application Form**
2. The **Local Criteria** – included in this Application Form
3. The **National Criteria** and indicators candidates must reach – included in this Application Form
4. The **Draft Achievement Plan** for the Waitaki Ara Kāhui Ako - attached
5. A draft **Job Description** and a set of **Person Specifications** - attached
6. A summary of the **informal research** into collaborative endeavour - attached

The selection panel for the Waitaki Ara Community of Learning Across Kāhui Ako Teacher Role will use their knowledge, skills and experience to select the person best suited to this role. They will reach a decision based on their assessment of the applicants against the national and local criteria and the person specifications. To be appointed candidates must demonstrate that they meet the National Criteria. This will be assessed by the (Denis Pyatt) NANP Advisor.

Proposed timeline for the appointment of the Across School Teacher position:

All Kāhui Ako teachers notified of the opportunity	25th September - Advertisement and/or Application Pack sent out to all Principals for distribution.
Closing date for Applications	16th October Please email your application to principal@oamaruint.school.nz
Shortlisting and request for further information	Within one week of closing
Interviews.	25th or 26th October TBC
NANP assessment against National Criteria	On the day of interview. However occasionally further checking maybe necessary after the interview. This will be completed within 3 days.
Offer of Appointment to successful candidate.	Within 4 days
Negotiation of job description	To be co-constructed after appointment
Across Kāhui Ako Teacher assumes responsibilities.	To be confirmed after appointment

Questions about this process and timeline should be directed to:

Email: principal@oamaruint.school.nz

Phone: 021550405

Application Form Waitaki Ara Community of Learning | Kāhui Ako Across School Teacher Role

NB: No CV or accompanying letter is being requested. Please provide all information on this Application Form.

Name:	MoE #:	Employing Board:
Ethnicity	Practising Certificate No and Expiry Date:	
Contact phone no (cell):	Email:	
Principal's name	Principal's email and cell phone:	
Board Chair's name	Current hours of classroom teaching per week: _ Number of permanent management units: _	

Educational qualifications relevant to role

Please state any qualifications that relate to the position:

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Employment history

Please outline most recent employment history relevant to the position, beginning with current or latest employment.

Period worked	Employer's name	Position held

Professional Development undertaken that is relevant to this role:

Title of PLD	Date(s) undertaken	Key areas of focus

Working History

Please describe in 1 to 2 pages your working journey; including roles and experiences you think would make you right for this role. Please include details of your current classroom teaching.

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Personal Statement

Please describe in 1 to 2 pages what beliefs, skills and experiences would make you the ideal candidate for this role.

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Referees

Please provide the names of three people who could act as professional referees to attest to your suitability for the Community of Learning Leadership Role.

Name	Contact details (organisation and email address)	Phone (cell phone preferred)	Relationship

Authority to proceed	Yes	No
I authorise the selection panel, or nominated representative, to approach persons other than the referees whose names I have supplied, to gather information related to my suitability for appointment to the Community of Learning Leadership Role.		
I authorise the selection panel to make my application information available to the leadership role and independent adviser to assess my application against the Community national and local criteria.		

Local Criteria of the Community
Applicant demonstrates successful practice and understanding of:

Focus Area:	Indicators that demonstrate the required successful practice and understanding:	How have you demonstrated this in past roles? Please include related roles and relevant experience:
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Students' ako and wellbeing	<ul style="list-style-type: none"> • An understanding of issues that affect student wellbeing and the consequent impact on learning. • Ability to build resilience in students, and develop their social and emotional well being. • Understanding and connecting with diverse cultures in the community to build a sense of belonging, language, culture, identity and equity for all students. • Build self-efficacy for students and teachers • Develop student pathways of learning (transitions). • Support development and promote student agency. 	
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Dealing with complexity	<ul style="list-style-type: none"> • Creative thinker open to ideas. • Solution focused while understanding each challenge requires a different type of solution depending on its complexity. • Ability to develop strategic action plans to maintain focus and monitor progress. • Implement ways to de-escalate issues. • Effective listener • Clear communicator 	
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Action informed by pedagogy	<ul style="list-style-type: none"> • Value formative assessment and deep and flexible knowledge of subject matter, how students learn to improve learning and to develop students' capacity to evaluate their own and other's work. • Knowledge of the key competencies and how they look in practice. 	
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	<ul style="list-style-type: none"> ● Confident with current technologies and able to use them effectively to support innovative teaching and create new opportunities to learn. ● Know when students are not learning, know where to go next, can adapt resources and strategies to help students meet worthwhile learning intentions, and can re-create or alter the classroom climate to attain these learning goals ● Work in a collaborative environment in ways that enhance adaptive expertise. ● Demonstrate exemplary teaching and learning practice, understanding and sharing appropriate theory and research, and guiding reflection and inquiry. 	
<p>Engaging in professional conversations</p>	<ul style="list-style-type: none"> ● Understand that behind every effective professional conversation sits a trusting relationship. ● Develop a context that places high expectations on teachers to improve capability, and provide the support to do so. ● Make the purpose for the conversation explicit by using structured processes that are sufficiently flexible for the participants to express, engage and test different ideas or theories. ● Use tools that help you discuss evidence of student learning and evidence of teaching practice. ● Develop inquiry-focused conversations and a growth mindset culture committed to achieving particular outcomes. 	
<p>Inquiry</p>	<ul style="list-style-type: none"> ● Identify what is going on for students in relation to valued outcomes ● Use credible evidence, identify challenges in practice that will stretch existing knowledge and capacity to facilitate change in a manageable way. ● Share knowledge about effective practice, student outcomes and the process of inquiry. ● Accumulate evidence of impact, refine or discard ideas based on evidence of their effectiveness, embed changes that appear to be effective into daily practice. 	

<p>Building team cultures</p>	<ul style="list-style-type: none"> ● Build relational trust in order to facilitate effective collaboration within the Kāhui Ako and with outside agencies/industry ● Know the the people you work with, and take responsibility for their development, creating opportunities for collaboration and strengthening the conditions that enable improvement. ● Model and promote honesty and transparency whilst upholding confidentiality ● Inspire others to embrace the vision and purpose for student achievement. ● Develop relationships that integrate trust, openness, challenge and mutual respect in ways that develop teacher agency to improve and change outcomes. 	
<p>Data fluency</p>	<ul style="list-style-type: none"> ● Tell the story behind the data which is a ‘call to action’ for improved practice. ● Recognise the value of different data for different purposes. ● Recognise sound and unsound data. ● Recognise the value of evidence gathered from narrative (qualitative data) ● Interpret data and involve others in engaging with the evidence in ways that challenge assumptions and support the development an inquiry way of thinking. ● Use evidence for improvement rather than to prove something worked or did not work. 	

National Criteria

The position you have applied for requires specific knowledge, experience and skills. Please outline below how you possess the requisite experience and skills.

Domain: Professional Knowledge in Practice - Ako			
Focus Area	Broad Standards And National Criteria	NANP indicators that demonstrate the required successful practice and understanding.	How have you demonstrated this in past roles? Please include related roles and relevant experience
Bicultural knowledge and practice	<p>Leads the development of expertise across the Community in teaching in bicultural Aotearoa, New Zealand consistent with the Treaty of Waitangi, to support improved outcomes for Maori students.</p> <p>And National Criteria Implications and applications of the Treaty of Waitangi in New Zealand across a range of educational settings Māori enjoying and achieving educational success as Māori. Leading collaboratively on strategic bicultural initiatives.</p>	<ul style="list-style-type: none"> Actively display a genuine commitment to improved Maori success. Demonstrate a range of examples of teaching practices that accelerated Maori achievement, Demonstrate the ability to work collaboratively on bicultural initiatives. 	
Planning for success	<p>Leads and works with colleagues to plan, implement and coordinate evidence-based cycles of inquiry that lead to improved outcomes for diverse (all) learners within the school and across schools within the context of the Community's goals.</p> <p>And National Criteria Negotiating across a range of views on development of collaborative plans and evidence-based cycles of teacher inquiry that have resulted in improved outcomes for diverse (all) learners</p>	<ul style="list-style-type: none"> Co-ordinate and lead an evidence based inquiry process using appropriate and reliable evidence from a range of sources and perspectives Demonstrate ability to mediate between conflicting views; surfacing beliefs and assumptions that could be barriers to effective inquiry 	

Focus Area	Broad Standards And National Criteria	NANP indicators that demonstrate the required successful practice and understanding.	How have you demonstrated this in past roles? Please include related roles and relevant experience
<p>Effective teaching and learning</p>	<p>Leads and works with colleagues within and across schools to develop expertise consistent with current and relevant research evidence that strengthens teaching to support the learning and achievement of every student in ways that recognise their identity, language and culture.</p> <p>And National Criteria Leading change with colleagues using current and relevant research evidence to support every student to learn and achieve in ways that recognise their identity, language and culture.</p>	<ul style="list-style-type: none"> • Lead evidence based practice to reduce variability in teaching effectiveness within and between schools. • Promote and strengthen collaboration and lateral accountability to improve achievement for diverse students. 	
<p>Professional learning</p>	<p>Works responsively with colleagues within the school and across the Community to identify professional learning strengths and needs using a range of evidence and works collaboratively to develop their capabilities to improve teaching and learning outcomes for diverse (all) learners within the context of the Community's goal</p> <p>And National Criteria Using a range of evidence to collaboratively identify professional learning strengths and needs of self and others and to monitor progress towards goals. Facilitating collaborative professional learning approaches that improve outcomes for diverse (all) learners.</p>	<ul style="list-style-type: none"> • Use a range of evidence to identify professional learning strengths and needs and to monitor progress towards goals. • Facilitate collaborative professional learning approaches that improve outcomes for diverse (all) learners. • Work with Community of Learning leadership to identify and develop internal expertise while also accessing relevant external advice and support. 	

Focus Area	Broad Standards And National Criteria	NANP indicators that demonstrate the required successful practice and understanding.	How have you demonstrated this in past roles? Please include related roles and relevant experience
Values	<p>Is open-minded, respects and values the culture, knowledge and expertise of others, shows a willingness to learn and understands their own agency in promoting teaching and learning for all.</p> <p>And National Criteria Respecting and valuing the culture, knowledge and expertise of others. Taking agency for their own professional development to improve teaching and learning.</p>	<ul style="list-style-type: none"> • Demonstrate respect for the culture, knowledge and expertise of all ākonga in a way that strengthen an inclusive environment • Examine own beliefs, including cultural beliefs, and how these impact on their own and others professional practice and the achievement of diverse ākonga 	
Relationships	<p>Demonstrates openness to learning and constructive problem-solving to build and maintain relationships of challenge, trust and respect within and across the Community of Learning and its home/iwi communities, and beyond the Community of Learning.</p> <p>And National Criteria Being open to collaborative learning and constructive problem-solving. Building and maintaining relationships of challenge, trust and respect.</p>	<ul style="list-style-type: none"> • Challenge and alter well-established aspects of teacher culture that do not contribute to improved teaching and learning • Approach challenging relationships in a constructive manner that balances advocacy and inquiry • Foster the kinds of innovation, creativity and confidence that will enable colleagues to address the complexities of improving student learning without fear of failure 	
Engagement	<p>Activates and develops educationally powerful connections towards shared goals across the Community of Learning and its communities.</p> <p>And National Criteria Leading and sustaining educationally powerful connections within the school and across the Community of Schools and its communities to develop and realise shared goals that lead to improved student outcomes</p>	<ul style="list-style-type: none"> • Promote and strengthen educationally powerful connections with family, whanau and across the community of schools 	

I certify that:

- The information I have supplied is true and correct.
- I have authorised access to referees in accordance with the Privacy Act 1993.
- I have authorised the selection panel to share the information contained in this application form with the leadership role and/or independent adviser to have my application assessed against the community criteria.
- I understand that if I have supplied incorrect or misleading information, or have omitted any important information, I may be disqualified from appointment

Applicant's Signature:

Date:

(If your principal is unavailable to sign this declaration over the Term 3 holidays, please ensure that they send a separate email before the closing date of 16th October).

As Principal of I am aware of the application of for the Waitaki Ara Kāhui Ako Across Kāhui Ako Teacher role.

I can attest that the applicant's most recent appraisal confirmed that this applicant successfully met all the Practising Teacher Criteria and the Professional Standards relevant to his/her current position.

Principal's Signature: _____ Date _____