



## APPLICATION AND APPOINTMENT PROCEDURE

### **Kaiako Māori, with whānau liaison oversight**

1MU and 1MMA

Full-time permanent from 28 January 2020

Rangiora High School is an equal opportunities employer. Applications will be considered on merit regardless of disability, handicap, marital or parental status, race, religion, gender or sexual orientation.

Rangiora High School is a progressive decile 9 co-ed school of 1700 students. We are committed to PB4L including restorative practices; and culturally responsive pedagogy. We are actively seeking innovative practitioners who have student voice and choice firmly at the heart of their practice. The principles behind Rangiora High School's Connected Curriculum are Ako and Wānanga. Applicants must be passionate about improving student engagement and achievement, and be willing to commit to co-curricular and extra-curricular activities.

#### **1. Closing date**

- Applications for this position close at 9am on Monday 18 November 2019.

#### **2. Method of Application**

- Applications are only accepted electronically through the School Jobs New Zealand website [schooljobs.nz](http://schooljobs.nz)
- Applicants may enclose additional curriculum vitae and other supporting material.
- A covering letter should be addressed to the Principal, Ms Karen Stewart.
- Application material will not be returned once the appointment has been made.

#### **3. Referees**

- Applicants are asked to provide the names and addresses of three people who may be contacted to act as Referees.

#### **4. Short-listing and Interview**

- Short-listing and interviewing of applicants will occur in the week after applications close.
- Applicants invited to an interview for this position will have their travel costs reimbursed where necessary.
- Applicants wishing to bring whānau or other support to the interview may do so at their own expense and should contact Mrs Faye Wallcroft, PA to the Principal, on 03 3118888 or [faye.wallcroft@rangiorahigh.school.nz](mailto:faye.wallcroft@rangiorahigh.school.nz) in advance so that suitable arrangements can be made.

## **5. Tenure**

- The appointee will be offered an employment agreement with the Board of Trustees. The appointee will be asked if they wish to become a party to the Secondary Teachers' Collective Agreement or to be employed on an Individual Employment Agreement (which reflects the terms of the collective agreement).

## **6. Salary**

- The salary offered will be in accordance with the Secondary Teachers Collective Agreement as assessed by the Salary Assessment Unit of the Ministry of Education and as appropriate to the appointee's qualifications, training and experience.

## **7. Professional Learning and Development**

- All teachers new to the school will take part in an induction programme and will be provided with advice and guidance through the school's professional support system.

## **8. General**

- The school's Charter is available [here](#) on the school's website: [www.rangiorahigh.school.nz](http://www.rangiorahigh.school.nz)
- All staff are expected to be familiar with, and comply with, the Education Council of Aotearoa New Zealand's 'Code of Professional Responsibility and Standards for the Teaching Profession' available [here](#).

For further information or clarification, applicants are welcome to contact Mr Chris Quigley, Deputy Principal, on 03 3118888 or [chris.quigley@rangiorahigh.school.nz](mailto:chris.quigley@rangiorahigh.school.nz)

# Rangiora High School

## Te Kura Tuarua o Rangiora

*"Creating inclusive, equitable and relevant learning opportunities with clear pathways that meet the aspirations of our community and empowers every student towards life-long learning."*



## Kaiako Māori (1MU and 1MMA)

### Role Description

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#### Purpose of the role

The purpose of this role is to work collaboratively with leaders and kaiako / teachers to develop a culturally responsive learning culture that best meets the needs of Rangiora High School's Māori ākonga.

The Kaiako Māori will:

- ☐ work collaboratively with the Kia Eke Panuku Team to build the capability of teachers / kaiako to support the development of their practice in working with Māori Learners / ākonga with a view to improving their participation, progress and enabling them to make successful transitions
- ☐ work with whānau to develop
  - ☐ a school-wide understanding of whānau aspirations for their child
  - ☐ their understanding of support processes and who to contact if needed
- ☐ work collaboratively to track 'at risk' Māori Learners in the senior school
- ☐ strengthen relationships with Iwi, hapu and Māori based organisations

#### Role description

Tenure:	Permanent, full-time (1.0 FTTE) Teacher of Te Reo and Māori Performing Arts
Reporting to:	Through the Principal to the Board of Trustees; reports directly to the Deputy Principal Student Engagement

# Kaiako Māori - Role Description

## Role requirements

To be considered for the position, applicants will hold a current teaching practising certificate and relevant teaching qualification and have...

- demonstrated successful experience in working with Māori ākonga
- a sound knowledge, commitment to, and understanding of [Ka Hikitia](#) and the ability to help lead the next steps for Rangiora High School
- a fluent Te Reo speaker with the ability to teach to Scholarship level Te Reo Māori
- ability to teach Māori Performing Arts to NCEA level 3
- a sound knowledge of culturally responsive practices
- an understanding and commitment to Positive Behaviour for Learning (PB4L) and creating inclusive learning environments that foster well-being and achievement for all ākonga

## Role functions

Focus Areas / Tasks	Outcomes
<b>1.0 Teacher Capability</b>	
Promoting contexts for change where equity, excellence and belonging can be realised	as a member of the Kia Eke Panuku Committee work collaboratively to further develop teachers' cultural relations for responsive pedagogy
<b>2.0 Whānau Partnerships</b>	
Supporting whānau to partner successfully with the school	<p>work collaboratively with Deputy Principal Student Engagement and the Kaiarahi Māori to organise termly whānau hui to ensure ensure whānau and student voice is heard and represented</p> <p>work collaboratively with the Kaiarahi Māori to work with whānau to support their son / daughter in their educational journey and engage with the wider school</p>
<b>3.0 Tracking of 'At Risk' Learners</b>	
To support Maori Learners to develop their own vocational pathways and achieve a minimum of NCEA Level 2	<p>work collaboratively with Deputy Principal Student Engagement and the Kaiarahi Māori to</p> <ul style="list-style-type: none"><li><input type="checkbox"/> identify 'at risk' Māori learners</li><li><input type="checkbox"/> track 'at risk' Māori learners</li><li><input type="checkbox"/> report on progress</li></ul>
<b>4.0 Liaison</b>	
Liaising with Iwi, hapu and Māori based organisations	work collaboratively with Deputy Principal Student Engagement and the Kaiarahi Māori to further develop partnerships

## Kaiako Māori - Role Description

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### Professional knowledge, relationships, values and engagement

All teachers at Rangiora High School will embody the Code of Professional Responsibility and Standards for the Teaching Profession.

Professional knowledge in practice
Standards
<b>Te Tiriti o Waitangi</b> Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.
<b>Professional learning</b> Use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the wellbeing of all learners.
<b>Professional relationships</b> Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.
<b>Learning-focused culture</b> Develop a culture that is focused on growing student wellbeing, and is characterised by respect, inclusion, empathy, collaboration and safety.
<b>Design for learning</b> Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.
<b>Teaching</b> Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.