

Nurturing Our Future - Growing Together
Kia atawhai aa mua - Kia tipu ngatahi

Application Package for Scale A Permanent & Fixed Term Teaching Position(s) 2025








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Our Vision - Taonga

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<p>Kia Manaaki ‘Honour Be Your Guide’ <i>We have respect for ourselves, others, property and the environment.</i></p> 	<p>Kia Kotahi ‘Together as One’ <i>We learn and work together, supporting and caring for each other.</i></p> 	<p>Kia Maia ‘Confident Can Do Kids’ <i>We strive to do our best with a positive ‘can do’ attitude.</i></p> 
<p>Citizen</p> <ul style="list-style-type: none"> ★ I am culturally respectful. ★ I value others and the environment. ★ I make good choices. 	<p>Team Player</p> <ul style="list-style-type: none"> ★ I am kind and inclusive. ★ I am reliable and trustworthy. ★ I listen, share and contribute. 	<p>Explorer</p> <ul style="list-style-type: none"> ★ I am enthusiastic, curious and ask questions. ★ I try my best even when things are hard. ★ I am a responsible risk-taker.
<p>Kaitiaki <i>Someone who cares for others.</i> Ehara taku toa I te toa takitahi, engari he toa takimano, My strength is not that of the individual, but that of the collective.</p>	<p>Mahi Tahī <i>“Working together as one.”</i> He waka eke noa, We’re all in this together.</p>	<p>Karawhiua <i>Which means “go for it!” or “give it heaps!”</i> Mauri mahi, mauri ora, Through work, we prosper.</p>

School Description

Tamahere Model Country School is situated almost equal distance between Hamilton and Cambridge in a semi-rural environment, close to State Highway 1 and Hamilton International Airport.

Established in 1884 our school exists within mature grounds and enjoys spacious playing fields.

Our school has a very supportive community, and parents who have high expectations for their children's education.

An enrolment scheme has operated since 2005, our peak roll is around 430 students. We cater for Year 0 – 6.

The children are encouraged to achieve high academic standards with Numeracy and Literacy being a daily focus. A wide variety of opportunities are offered across all curriculum areas from the Arts, with choir and productions through to Physical Education and Sports, including Outdoor Education and Weekend Sporting teams.

School and community events are valued for their contribution to our children's development. Agricultural Day and Pumpkin Night help maintain our rural atmosphere and community spirit.

As a Model Country School, teacher trainee students are a regular and positive influence on our school environment.

We strive for all of our students to reach their potential.

We are a PB4L school, with a belief that through nurturing relationships, we show respect and support one another, to foster a positive learning environment, reflecting our vision.



Community Goals

At Tamahere Model Country School we value our **Children**.

We strive for:

- Children who are enthusiastic learners, academically challenged and physically fit.
- Children who are able to communicate effectively and are equipped with the skills and values necessary to succeed now and in the future.
- Children who show respect for themselves and others.

At Tamahere Model Country School we value our **Environment**.

We strive for:

- An emotionally and physically safe, open and inclusive environment which values diversity and challenges our children.
- Strong community and whanau links preserving our rural identity.
- As an Enviro School we strive for children who respect, protect, appreciate and enhance our local and global environment.

At Tamahere Model Country School we value our **Parents/Caregivers/Whanau**.

We strive for a:

- United approach to learning, with strong home and school links, together fostering a love for learning.

At Tamahere Model Country School we value our **Staff**.

We strive for:

- A skilled teaching staff; dedicated, innovative, dynamic and forward thinking. Wpo work together to create opportunities for every child to succeed.

Tamahere Model Country School - a learning community where everyone is honest, respectful and attains their individual best.

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Strategic Goals

To build staff capability and sustainability through living our vision, embedding collaboration and consistency, and developing increased agency.

Kia atawhai aa mua kia tipu ngatahi.

To build student agency, capability, achievement, resilience and cultural connectedness.

Kia maia, kia manaaki, kia kotahi.

To provide a safe and inclusive physical environment that enhances, collaborative and agentic, learning and teaching.

I value others and the environment.

Initiatives 2024 - 2026

1. To create conditions by teachers to:-
a. Increase motivation and engagement, knowing the students needs and abilities.
b. Establish new measures of success and ways of achieving and demonstrating this.
c. Design learning that is project / problem based, thematic and inquiry focused.

2. PB4L a. Begin restorative practices PLD and develop practices across the school..b. Tier 2 training for SLT

1. To develop the following characteristics in students:

a. Assessment for learning - using criterion to inform next steps
b. Taking initiative and being able to show leadership in learning.
c. Self directed/managing approaches
2. PB4L - Engage learners in the why /what/so what of our TMCS way of being.

1. To upgrade and develop Kowhai 4 into an effective centralised resource room.
2. Progressing high-quality, learning environments, updating areas as needed.
3. Finalise the installation, agreements and servicing of our sewerage system.

Output!

1. Providing learning progressions / matrix.
2. Co-constructing success criteria
3. Teach peer/ self assessment practices.
4. Design a process of learning that incorporates agency.
5. Involve learners as part of their goal setting.
6. PB4L team discuss and analyse data to inform needs/teaching and assess effectiveness.
7. Signage around school.
8. Introduce restorative practices across the school.

1. Students owners of learning
2. Creative, curious thinkers
3. Collaborative learners.
4. Engaged growth mindset.
5. Goal setting.
6. Sense of belonging and well-being.

1. Complete the 10YPP
2. Effectively use 5YA, 10YP and Cyclical Maintenance funds according to our school plan.
3. Classroom environments are upgraded in line with MOE guidelines.

Outcomes

1. Agentic learning environments foster motivation, and engagement for lifelong learners.
2. Teachers are incorporating a variety of measures to assess learning.
3. Learning is personalised, relevant to the needs interest and context of each learner.
4. Restorative practices are valued and incorporated into the TMCS way of being.
5. Tier 2 processes in place across the school.

1. Actively engaged and motivated students who design, plan and share their own learning adventures.
2. Critical thinking problem solvers who collaborate and show resilience.
3. Students behaving positively and living our school Vision. Kia manaaki, Kia kotahi, Kia maia.
4. A healthy and diverse school curriculum whereby the students know and feel proud of their heritage.

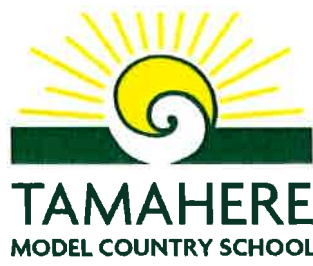
A high quality physical environment that is healthy and safe for all, where collaborative and agentic learning is enhanced. & physical activity celebrated. The campus fosters creativity & living our Vision. A place where our heritage is honoured.

Beliefs & Values

Tamahere Model Country School aims to foster learning and achievement in a safe and supported learning community.

To achieve this we believe in the importance of:-

- ◆ Having high expectations of children and their achievements.
- ◆ Developing life long learners.
- ◆ Focusing on the needs of individual children and their learning requirements, whilst implementing the New Zealand Curriculum.
- ◆ Literacy & Numeracy are essential skills to develop to achieve success.
- ◆ Encouraging the growth of self-confidence and self worth.
- ◆ Children, staff, and parents respecting and valuing each other.
- ◆ Valuing and respecting diversity.
- ◆ Showing that learning can be fun and children can achieve their dreams.
- ◆ Providing outside experiences to enhance and reinforce classroom learning.
- ◆ Quality teaching and learning environments.
- ◆ A strong partnership between teachers / students / and families.
- ◆ We aim for all our students to reach their potential by providing a physically safe and nurturing environment.
- ◆ A learning environment that recognizes effort, enthusiasm, commitment and achievement of goals.
- ◆ Caring and respecting our environment. To cherish our Enviro-School status. To work towards sustainability as a way of being and acting that nurtures people and nature, now and in the future.
- ◆ We will provide a wide range of learning experiences based on the seven essential learning areas and developing the essential learning skills.
- ◆ We recognize that our children will grow up in a vastly different world and we aim to develop the skills of resilience and adaptability.
- ◆ Dedicated and enthusiastic team of professionals, who work to bring out the best in our children.
- ◆ An open door policy and encouraging community involvement.



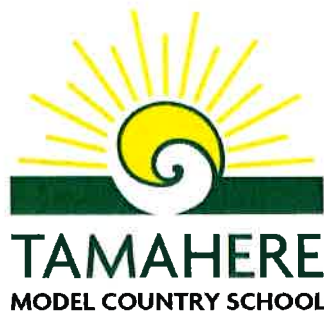
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Person Specification

Scale A Permanent & Fixed Term Teaching Position(s) 2025

Tamahere Model Country School is seeking a teacher who:

- is an enthusiastic and vibrant classroom teacher.
- focuses on raising the achievement of all students - not just guardian class.
- has excellent skills in teaching literacy and numeracy and has the ability to run quality teaching programmes across all curriculum areas.
- demonstrates successful and positive classroom management with an emphasis on nurturing our students and Positive Behaviour for Learning (PB4L).
- enjoys and is prepared to fully collaborate with colleagues - this is essential. We look after all of our children together.
- is a collegial member, who is willing to become actively involved in the corporate life of the school.
- has strong interpersonal and effective communication skills.
- has demonstrated ability in delivering quality innovative learning programmes.
- will support our school's Vision and direction.
- able to mentor and work flexibly and supportively with School of Education students. (ITE)
- acknowledge and celebrate cultural differences and can implement elements of the Treaty of Waitangi into their classroom programme. Shows understanding in te reo Maaori and Aotearoa Histories.
- has a number of skills that will benefit our school, e.g. strengths in Physical Education, Music, ICT or Science would be an advantage.
- will fit comfortably within the culture of the Enviro School ethos and enjoys EOTC.
- has a philosophy that provides children with opportunities to display their special talents and abilities.
- show commitment to ongoing personal and professional development.
- is a registered teacher with knowledge and training in the New Zealand Curriculum and the ability to effectively implement it.



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Proposed Timeline

Scale A Permanent & Fixed Term Teaching Position(s) 2025

Date	Process
Thursday 19th September 2024	Advertising Education Gazette (online)
3.00pm on Thursday 3rd October 2024	Closing date for applicants
From application and throughout process	Referee Checks and Short Listing
Between Wednesday 9th and Tuesday 18th October 2024	Interviews
From 9th October 2024 onwards, in our evolving process.	<p>Offer made to successful applicants for the initial position(s).</p> <p>Appointment subject to independent police check and validity of information provided. Also full vaccination certification.</p> <p>If a successful applicant declines, the next successful applicant will be offered the position.</p>

Thank you for your interest in our position.

We look forward to receiving your application.

THE CODE OF PROFESSIONAL RESPONSIBILITY

1. Commitment to the Teaching Profession

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

1. demonstrating a commitment to providing high-quality and effective teaching
 2. engaging in professional, respectful and collaborative relationships with colleagues
 3. demonstrating a high standard of professional behaviour and integrity
 4. demonstrating a commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in the learning environment
 5. 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:

1. promoting the wellbeing of learners and protecting them from harm
 2. engaging in ethical and professional relationships with learners that respect professional boundaries
 3. respecting the diversity of the heritage, language, identity and culture of all learners
 4. affirming Māori learners as tangata whenua and supporting their educational aspirations
 5. promoting inclusive practices to support the needs and abilities of all learners
 6. 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 in supporting their children's learning by:

1. engaging in relationships with families and whānau that are professional and respectful
 2. engaging families and whānau in their children's learning
 3. 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 the influence I have in shaping the future by:

1. promoting and protecting the principles of human rights, sustainability and social justice
 2. demonstrating a commitment to Te Tiriti o Waitangi based Aotearoa New Zealand
 3. fostering learners to be active participants in community life and engaged in issues important to the wellbeing of society.
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STANDARD

Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.

- Understand and recognise of 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.

Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.

- Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources.
- 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.
- Engage in professional learning and adaptively apply this learning in practice.
- 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.
- Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem solving and learning-focused collegial discussions.

Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.

- Engage in reciprocal, collaborative learning-focused relationships with:
 - learners, family 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.

ELABORATION OF THE STANDARD

Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.

- 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.

Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.

- 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 which reflect the local community and Te 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 informed by national policies and priorities.

Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.

- 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.
- 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.
- 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.

