



Nurturing Our Future - Growing Together

Kia atawhai aa mua - Kia tipu ngatahi

Application Package for Scale A Permanent Teaching Position(s), Term 3 2025





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**Tamahere Model Country School
Scale A Permanent Teaching Position(s), Term 3 2025**

We have Scale A Permanent Teaching position(s) available in our school, commencing at the beginning of Term 3 2025.

We are seeking excellent practitioners, who are professional, self-motivated, and collaborative team members. Please promote all of your strengths in your CV and cover letter, ensuring you complete the Application Form. Please share what skills and attributes you would bring in relation to our School Vision.

Application packs are available from our website www.tamahere.school.nz Applications close 3.00pm Friday 4th July 2025.

Tamahere Model Country School
Scale A Permanent Teaching Position(s), Term 3 2025

OUR VISION - TAONGA



Kia Manaaki
Honour Be Your Guide

- I am culturally respectful
- I value others and the environment
- I make good choices

Kia Maia
Confident Can-Do

- I am enthusiastic, curious and ask questions
- I try my best even when things are hard
- I am a responsible risk-taker

Kia Kotahi
Together As One

- I am kind and inclusive
- I am reliable and trustworthy
- I listen, share and contribute

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TAMAHERE
MODEL COUNTRY SCHOOL



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/Whaanau.**

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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Kia Atawhai Aa Mua - Kia Tipu Ngaatahi - 2025-2027



NELP & Education priorities

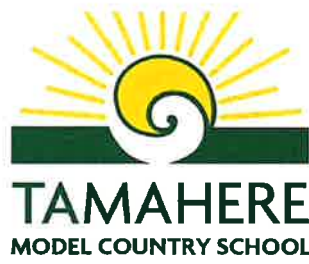
Strategic Goals	Initiatives	Output	Measures of Success
<p>To collaboratively build staff capability in Maths and English teaching, through living our vision and sustainable TMCS practices.</p> <p><i>Kia atawhai aa mua kia tipu ngaatahi.</i></p>	<ol style="list-style-type: none"> 1. TMCS Being the best we can be! To have a strong base using the framework Whakapapa o Te Maataiaho <i>"Doing the basics brilliantly!"</i> 2. To start implementing the new Mathematics Curriculum 3. To start implementing the new English Curriculum. 	<ol style="list-style-type: none"> 1. Our Vision evident in all areas using PB4L 2. Staff value & use our rocks & pedagogies. 3. Common language across the school. 4. Planning & Assessment guidelines devpt. 5. Science of Learning understandings devpt. 6. Practices aligned to NZ Maths & Statistics and English Curriculum. 7. Learning progressions align with NZC. 8. Improved teacher confidence in NZC. 9. Updated resources available. 10. Annual Maths & English Coverage plans developed. 	<ol style="list-style-type: none"> 1. Living our Vision 2. PB4L practices, TMCS Rocks, pedagogies, and Science of Learning are consistently used. 3. The new curriculum is evident in planning and teaching. 4. Improved student engagement & achievement in both Maths & English 5. Increased teacher confidence in implementing the new NZC Maths & English with effective use of resources, 6. Coverage plans for Maths and English in use.
<p>To build student capability, confidence and agency through living our vision, and increasing knowledge to accelerate achievement in Maths and English</p> <p><i>Kia maia, kia manaaki, kia kotahi</i></p>	<ol style="list-style-type: none"> 1. TMCS - Being the best we can be! <i>Kia Maia, Kia Manaaki, Kia Kotahi</i> <i>Kia atawhai aa mua - kia tipu ngaatahi.</i> 2. To raise achievement in Mathematics. 3. To raise achievement in English. 	<ol style="list-style-type: none"> 1. Vision strengthened through PB4L & signage. 2. Aakonga assessment capable. 3. Aakonga demonstrate self-regulation, increased Tiriti o Waitangi awareness in a safe, inclusive environment. 4. Aakonga increased confidence and skills in Maths and English supported by child-friendly progressions, updated resources, and small group support. 	<ol style="list-style-type: none"> 1. Reduction in behaviour incidents 2. Increased motivation, engagement, and use of vision language 3. Accelerated progress in Maths, particularly for girls & Maaori ākonga, 4. Accelerated progress in English, especially for boys & Maaori ākonga, 5. Classroom environments are supported by PB4L practices, student feedback, other survey results.
<p>To provide a safe and inclusive physical environment that enhances, learning and teaching.</p> <p><i>Kia Manaaki -I value others and the environment.</i></p>	<ol style="list-style-type: none"> 1. To have a safe and healthy learning and recreational campus for all to enjoy. 2. (a). To Progress our 5YA projects 2(b) To Progress non 5YA funded projects if possible. 3. Progress possible Wish List ideas for future years. 	<ol style="list-style-type: none"> 1. 10YPP & 5YA operating effectively 2. All P1 & P2 works achieved in a timely manner. 3. Unisex toilets in N1/K2 area with breakout space behind developed. 4. Ongoing upgrade of classroom environments. 5. Kowhai 4 is removed and beautified space created at centre of school 	<ol style="list-style-type: none"> 1. A high quality physical environment that is healthy and safe for all. 2. Gender- Neutral toilet facilities available for all. 2. Beautified space created at centre of school which is enjoyed by school community

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 Teaching Position(s), Term 3 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 Māori 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 Teaching Position(s), Term 3 2025

Date	Process
Wednesday 18th June 2025	Advertising Education Gazette (online)
3.00pm on Friday 4th July 2025	Closing date for applicants
From application and throughout process	Referee Checks and Short Listing
Between Tuesday 15th and Friday 18th July 2025	Interviews
From Friday 18th July 2025 onwards, in our evolving process.	<p>Offer made to successful applicants for the initial position(s).</p> <p>Appointment subject to checks 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.
-





STANDARD

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

ELABORATION OF THE STANDARD

- 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.
- 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.
- 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.

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

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.

