



Wakaaranga School

Permanent Teaching position commencing Term 1, 2018 or by negotiation

Dear Applicant

Thank you for your interest in seeking information about the Permanent teaching vacancy as advertised in the Education Gazette on 11th September 2017.

Appointments will depend on the skills, experience and teaching background of the applicants, against the advertised criteria. Please state any other curriculum strengths.

The following information has been included in this pack;

- An application form
- Job description
- School information booklet

The appointments schedule will be as follows;

- 22 September 2017 (3pm) - Applications close
- 25 September 2017 onwards - Applicants short listed and interviews commence
- Successful applicants notified shortly thereafter

*****Position to commence Term 1 – 2018 or by negotiation***

If there is any additional information you require, such as details about our school or clarification on any issue relevant to the position advertised, please feel free to contact me during working hours or visit our web site at: www.wakaaranga.school.nz

Better still if Wakaaranga School is easily accessible to you, feel free to call in personally. I'd appreciate the opportunity to show you around and answer any questions you may have.

If you decide to apply, please send electronic or hard copy applications with CV and references to Mrs Wendy West, PO Box 38-128, Howick, 2145, Auckland. Phone 09 5768205
email: west@wakaaranga.school.nz, web: www.wakaaranga.school.nz

Kind regards

A handwritten signature in black ink, appearing to read 'Brent Jenkin', written in a cursive style.

Brent Jenkin
PRINCIPAL

Description of the School

Wakaaranga School is a Decile 8 contributing primary school catering for up to 730 + NE - Year 6 pupils predominantly from the Farm Cove and Half Moon Bay areas of Pakuranga and Bucklands Beach. It has a present staff of 49 comprising:

- 33 teachers, including the principal
- 3 part-time teachers
- 4 ancillary support staff
- 3 teacher-aides
- 1 caretaker
- 1 WakaC.A.R.E.programme director
- 4 WakaC.A.R.E.supervisors

The school is currently at U7 status. Immigration and relocation to this sought-after locality continues to be a significant factor influencing the grading of the school.

The Students

Wakaaranga School caters for pupils from wide cultural and social backgrounds. We recognise and value the changing nature of the school population and the cultural diversity. Currently we celebrate the mixture of at nineteen ethnicities plus New Zealanders. The ethnic composition of the school is 41.7% European, 26.7% Chinese, 4.6% Maori, .7% Korean, 1.5% Iraq/Iranian, 13.4% Indian, 2% Pacific Island and others 9.4%. The gender composition is 53% boys and 47% girls.

The School

Built originally in 1976 as an open plan school, there are currently twenty six classrooms plus four withdrawal teaching spaces on site. All the classrooms have been redeveloped as single cell classrooms.

The school has excellent facilities. The school is completely networked. Each room has broadband access to the Internet and e-mail. The library is completely computerised and the students have access to the library catalogue from all classrooms. The school has a music room, art room and a well equipped hall.

The School Programme

Students are offered good quality, balanced programmes with opportunities for extension and extra-curricular activity in the following areas:

- Annual ICAS Mathematics, Science and English Examinations for Years 4, 5 and 6
- ESOL programme
- Outdoor education: Activities week for Year 4, 5 plus Waterwise for Year 6
- Inter-school sports: netball, rugby, hockey, soccer, dance, cross country, athletics and swimming
- Speech contests: English, Korean and Chinese
- Exchange programme with Japanese schools in Himeji City, Japan and Coburn in Melbourne

Local curriculum initiatives, which promote further educational opportunities for our students, include:

- Out of School Chinese language classes (fee paying) for selected Year 5 and 6 pupils
- Voluntary, Interdenominational Bible in Schools programme
- Additional music activities: choir, orchestra and participating in biennial music and choir festivals
- Specialist art room and teacher.

The School's Community

Wakaaranga, a decile eight school, is situated in Farm Cove. This area is at the base of Bucklands Beach Peninsula. It is a pleasant, modern area thirty minutes from downtown Auckland. Close by are beaches, a marina, a large park with many sports facilities and several excellent shopping centres. Swimming pools, restaurants and theatres are nearby.

The school logo depicts the three Norfolk pines on our boundary and a Maori waka. Our school name is translated as, "the resting place of the canoe". In pre-European times the local Maori would take their Wakas from the water by Wakaaranga Creek for a rest from the tiring journey to the portage at Otahuhu and to give access to the Pa at Pigeon Mountain.

The socio-economic basis of the community is middle to upper. Many families have both parents working. Often one partner works part-time and the other full-time.

The school reflects an increasingly diverse mix of nineteen different cultures or more with families from India, Asia, South East Asia, Africa, the Pacific Islands and the Middle East as well as a number of New Zealand Maori families. The two major groups are Asian 20% and European New Zealand 61%.

An affordable out of school care programme called WakaC.A.R.E. provides before and after school childcare as a service for parents.

Parent groups have a high degree of interest in the school and support it in many ways.

We have a very active PTA that is involved in a full range of supportive activities.

Our Vision

Being the best I can possibly be.

A Message from the Principal

To ensure we provide the best education we can, we need to ensure the staff and students are provided with the best conditions and resources that can be provided. The task of the teachers is to ensure the shared values and beliefs of the school's community, and the National Education Guidelines, are realised.

The future holds an exciting challenge for our students and the learning environment we establish will play a vital role to ensure our students are equipped with the personal values and learning skills to ensure that they will continue to be life long learners.

Increasingly schools are being asked to define what is important for them to achieve and to be able to demonstrate that they have been successful. The Strategic Plan is our attempt to ensure that we are continually putting into place our guiding beliefs and improving our teaching and learning environment.

Brent Jenkin
Principal

Our image of a successful future learner

The image we share of a successful future learner is a student with a strong sense of values and personal identity who is confident to take the risks necessary to continue learning in what will be a challenging and unpredictable future.

We want our students to be equipped not only with the foundation skills of literacy and numeracy but also with a range of future oriented attributes including confidence with information technology. Most importantly we want our students to be open to new ideas and able to realise their own dreams, talents and personal visions.

The learning experiences the school provides will ensure students keep this image in mind. We believe that helping students realise this faith in their own ability will be the best guarantee for them to achieve future success.

The Six Paddles of our Waka

1. Students striving to achieve their personal best

Teachers will:

- incorporate the vision, values, and principles of our school in their teaching
- develop the students' key competencies in a wide range of contexts
- make the learning intentions and success criteria explicit
- ensure students are aware of the behaviour programme and take ownership of their choices
- develop the expectation that all students will improve their work
- teach the students explicit visual presentation skills

2. Students with foundation skills in literacy and numeracy

Teachers will:

- select appropriate texts and learning activities in literacy and numeracy
- connect with student's interests, experiences and sense of identity in reading and writing
- ensure students achieve the benchmarks set in literacy and numeracy
- identify students at risk and where possible ensure they receive targeted help or refer them to an appropriate agency

3. The provision of challenging learning experiences

- *Teachers will:*
- motivate and engage students by providing informative and celebratory environments
- provide rich, challenging activities that allow the students to problem solve and accept responsibility for the outcomes
- ensure students can devise questions, plan and present a study that demonstrates their "learning how to learn" ability
- involve the students when planning activities, setting learning intentions and developing success criteria so they can develop ownership and self assess their efforts
- give students informative, affirming feedback about their learning goals
- integrate information technology whenever possible
- keep parents informed of their child's progress

4. Students as reflective learners

Teachers will:

help students set realistic achievement goals and use co-constructed success criteria

- encourage students to reflect on their work and their next step
- Encourage students to take risks and to see mistakes as learning opportunities.
- teach students to think critically
- end class lessons with a reflection and sharing period
- help students think about their learning strategies and where else they might be used

5. Cultural Diversity

Teachers will

- provide learning experiences about New Zealand's history, traditions and the Treaty of Waitangi
- provide the opportunity for students to learn te reo Maori me ona tikanga in all learning areas
- address the learning and cultural needs of ESOL students and invite their parents to discuss any concerns
- provide a curriculum that will reflect the cultural diversity of our school

6. Future Pathways

Teachers will

- explore significant focused issues such as sustainability, citizenship, enterprise and globalisation with our students
- encourage our students to seize the opportunities offered by new knowledge and technologies
- show the students the purpose and relevance of their learning to their future pathways

Job Description – Teacher

Conditions of Employment -

As set out in the Primary Teachers Employment Contract 2016-2018

General Statement of Responsibilities

Classroom responsibilities to students:

Provide learning opportunities relative to the needs, abilities and stage of development of the students.

Planning, Curriculum and Organisational Responsibilities:

Prepare teaching plans, develop and manage classroom resources, teach subjects according to the school policy documents, regularly mark student work and provide feedback.

Professional Development

Keep abreast of educational developments, attend teacher development programmes, participate in appraisals and follow up on any outcomes.

General Contributions to School Life:

Participate in the wider educational, collegial and cultural life of the school.

Community Responsibilities:

Report to parents, guardians and other relevant community members on the progress and development of students in the teacher's care.

Specific Tasks

Desired Outcomes

Classroom Responsibilities to Students:

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|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Establish effective relationships with students | * Respectful and positive relationships established based on mutual respect. |
| Recognise the individuality of every student. | * Every student recognised and catered for as an individual with regard to their learning needs with personalised learning plans developed where necessary. |
| Ensure an effective and challenging learning environment using small and large group teaching. | * Students grouped according to interest, abilities and social factors moving between small and large group settings facilitating effective activities. |

Planning, Curriculum and Organisational Responsibilities:

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|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prepare plans | * Written teaching plans for all areas of curriculum development will demonstrate the teacher's preparation for and familiarity with subject areas and individual and group needs. All teaching plans will be available for viewing by approved persons. |
| Implement curriculum and Manage Classroom | * Curriculum implementation will reflect the policies resources and priorities of the school as presented in the school policy manual and syndicate handbooks. |
| Evaluate learning | * Evidence of evaluations have been analysed and teaching programmes modified where necessary. |
| Record results and complete reports and | * Records consistent with school policy reflecting profiles on student achievement student achievement are available to approved personnel on request. |

Professional Development

- | | |
|----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Undertake appraisal as set out in the policy | * Resulting from an annual performance appraisal document teachers will have identified areas of professional development and have shown a willingness to pursue training, demonstrating measurable changes in teaching practice. |
| Undertake professional development | * As a result of reading and other means for keeping up-to-date with developments in specialist fields of teaching, teachers will demonstrate through their day to day performance their awareness and familiarity with new trends, developments and content. |

General Contribution to School Life:

Participate in negotiated education activities

* Every teacher is expected to contribute to the wider life of the school through the participation in one or more areas of education outside the classroom, where appropriate. One outcome of this could be by actively supporting other colleagues involved in non-academic activities with students whom they assist in non-teaching activities such as cultural and sports electives, etc.

Community Responsibilities

Reporting to parents and guardians

* Effective communicating with parents and guardians through interviews and/or written reports on student progress and attitudes.

* Establish and maintain rapport between school and parents through involvement in formal and informal functions to build a good relationship with the community.

* Each teacher is expected to know how to use Assembly to find contact information for all families of students.

Position applied for:		
Personal Details		
Name		
Address		
Phone Numbers:		
Home	Mobile	Fax
Email		
Registration Number	Practising Certificate Number	Expiry Date
Present Position		
Name of present employer:		
Position held:		
Address		
Phone Numbers		
Work	Fax	
DECLARATION:		
Have you ever been convicted of an offence against the law? (apart from summary offences) no yes		
If YES please provide date and details of offence/s on a separate sheet. Please note that you may be asked to provide a copy of the relevant court records available from the registrar of the court concerned.		
I certify that I am registered (or provisionally registered) as a New Zealand Teacher. I solemnly and sincerely declare that to the best of my knowledge and belief the information given in this application and in my C.V. is correct.		
Applicant's signature		Date
PRIVACY ACT 1993 (To be signed by the applicant)		
<i>This Application is submitted on the understanding that any information given is for use of the employer and their authorised representatives who may at any time have access to this information. I agree to the Board of Trustees (or its agents) approaching my referees for a written statement of my abilities in relation to this application and, should it be necessary, to seek verbal clarification from the above referees on points that may need further explanation. Furthermore consent is given for members of the Board of Trustees to make enquiries of my present or past employers or colleagues or any other person who may assist in establishing my suitability for the position at this school.</i>		
Applicant's signature		Date
Office use only date application received:		Time;

