

TEACHER APPOINTMENT

APPLICATION AND INFORMATION PACKAGE

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Application for is attached as a separate document



From ERO Report 2015

Kia Aroha College is a designated character school in Otara, South Auckland that caters for Years 7 to 15 secondary students. This is the first ERO review of Kia Aroha College. In 2011 Te Whānau o Tupuranga and Clover Park Middle School, the two schools previously on the campus, merged to become Kia Aroha College. The school roll is forty nine percent Māori. Students of Samoan, Tongan and Cook Island descent make up forty-seven percent of the school roll.

The community and whānau determination to provide a model of education that gives priority to and empowers culture, language and identity as relevant indicators of academic success, is now becoming a reality for their children and grandchildren. The school curriculum has a strong focus on social justice.

All learning environments are modern and open plan. Teachers consider that this environment is a more supportive approach to learning, which enables students to work collaboratively with one another and with their teachers.

The curriculum has two distinctive strands, which retain the unique characteristics of the original schools' programmes. These are the Māori bilingual, Te Whānau o Tupuranga, the two Fanau Pasifika classes, Lumana'i (Samoan) and Fonuamalu (Tongan) bilingual learning programmes.

Whānau input develops relationships of trust and mutual respect that connect and support the community and school, and promotes leadership from a cultural perspective. The school's nurturing of and respect for indigenous learning, supports teaching and learning practices that restore and legitimise indigenous knowledge within the curriculum. Learning is culturally located so that students are able to experience their cultural norms throughout the school day.

Te Ara Tino Rangatiratanga, (the pathway to self-determination), is a set of critical principles that underpin school beliefs and practices. The school's learning philosophy defines how the integrated curriculum is delivered through the three lenses of self, school and global learning.



2. Designated Character

Our Designated Character is outlined below...

- To provide a learning environment where cultural identity, custom, language and knowledge is the norm.
- To enable children to live as who they are at school, to develop the skills and knowledge to actively participate as citizens of the world to enjoy good health and a high standard of living.
- To provide an holistic learning environment based on the philosophy and practice of whanau/family.
- To honour the Treaty of Waitangi.
- To provide families with Maori and Pasifika bilingual learning options for children beyond Year 6 in Te Reo Maori, Samoan, Tongan and Cook Islands Maori
- To comply with the National Education Guidelines
- To give students participation in decision-making in curriculum content and planning to address real world issues through the lenses of empowerment and social justice.
- To empower students to become catalysts of change in their communities and society
- To develop classroom practice where cultural knowledges are normal, valid and legitimate and guide classroom interactions and learning.
- To ensure that children will be secure in their knowledge about their culture and identity to enable them to participate in the wider world.
- To foster high expectations for excellence in learning, culturally, socially and academically so children have choices for their future.
- To involve parents and wider whanau/family in the education of their children, in culturally familiar ways that are empowering.



3. Advertisement and Appointment

Advertisement

Kia Aroha College

Te Whanau o Tupuranga: Te Reo Maori Bilingual (L2 Immersion), Integrated curriculum. Innovative, Year 7-13, designated-character school. Bilingual, culturally responsive, critical pedagogy. Due to a surge in our enrolments, we are looking for a dynamic teacher to join our team. Proven commitment to Maori learning environments is essential. Commitment to the special character of the school is a condition of employment. NCEA Experience favourable.

Applications close Wednesday 20th February at 12noon and should be emailed to the Principal Haley Milne, haley.milne@kiaaroha.school.nz.

Application Forms and any further information are also available from the Principal.

Timeline

Friday 01 February 2019

- Position advertised
- Application Packs available

Wednesday 20 February 2019

- Applications close at 12 noon.

Friday 22 February 2019

- Shortlisted candidates will be notified

Negotiation with the successful applicant so that starting date is as soon as possible.

4. Information for Candidates

“POWER LENSES” Learning Model



Our “Power Lenses” describes an approach that is about empowering students and families and about looking at learning a different way.

In this model another whole body of legitimate knowledge sits alongside what is mandated in the national curriculum or ‘**School Learning**.’ We need to value this ‘**Self Learning**’ just as highly as we value academic learning. Our children’s languages, their cultural norms, how they “live as Māori,” how they can learn and succeed ‘as Māori,’ or as Samoan, or whoever they are, how they develop a strong cultural identity, their wairua/spirituality, whanaungatanga/their connectedness – are all high status learning, valid in their own right. Our third learning area is our ‘**Global Learning**’ lens – which connects our young people to the many worlds and cultures outside school, and particularly to learning needed for the future through information and

communications technology.

This research underpins the development of the designated character of Kia Aroha College. In this approach we acknowledge specifically the significant learning that our students bring from home and from their different cultural backgrounds and experiences. The approach challenges the mindset that Western academic knowledge is the only legitimate knowledge our students need to go forward into the world beyond school. It validates students’ home or heritage knowledge and teaches our students to be critical thinkers about social justice. Thinking this way about learning influences all initiatives and structures within the school, including:

- **INTEGRATED CURRICULUM** - Issues of social concern determine the topics for study. These inquiries are directly linked to students’ lives and experiences and are culturally relevant.
- **WHĀNAU** - All decisions within the school about how classes and learning are organised are driven by the concept of whānau. Classes are of mixed ability and students of all ages work together. Students stay with the same teachers as far as is possible and develop strong relationships with them, with their learning, with each other and between home and school.
- **CAMPUS LEARNING MODEL: UNREALISED TO UNLIMITED POTENTIAL** - In 2006 we developed a model that uses our “power lenses” to describe our students’ progress through the school. Adapting an approach suggested by Professor Mason Durie we are describing students usually described as ‘special needs’ or ‘at risk’ as students with unlimited potential. We believe all our children are on a continuum from a position of unrealised through to unlimited potential and our job is to identify their position on that journey and to make sure they are supported and challenged to move forward.

To help describe that progress we have developed an assessment tool to measure students’ cultural identity and skills and their relationship with learning and each other. This assessment gives us

valuable information about student's cultural knowledge, strength in their identity, in relationships and their readiness for learning.

Our Learning Model is based on our belief that:

- Learning is *integrated* – across subject areas and with students' lives and realities
- Learning is *negotiated* – by students, with teachers
- Learning is *inquiry-based and student-driven*
- Learning is *critical* – it provides young people with the power and the tools to understand and challenge inequity and injustice and to make change in their lives
- Learning is *whānau-based* – it is collective, cooperative, collaborative and reciprocal i.e. learning is shared – you receive it, you share it, you give back to other learners
- Learning is based in *strong relationships* – with self, with each other, with teachers, with the learning itself and its relevance, with the world beyond school and between home and school.
- Learning is *culturally located* and allows you to live your cultural norms throughout the school day

Our aim is to move our young people from a position of unrealised potential, to one where their potential, as active, empowered, contributing members of society, secure in their own cultural identity, and with a wide variety of options for their future, is unlimited.

Developing Warrior Scholars

Kia Aroha College's kaupapa/philosophy and our goal of "Developing Warrior-Scholars" is built around the following components:



Our Designated-Character

Our designated-character sets out how we are DIFFERENT from regular state schools.

Our Graduate Profiles

Our Graduate Profiles make clear what SUCCESS "as" Maori, Samoan and Tongan learners looks like at Kia Aroha College.

Self-Determination

Tino Rangatiratanga/Self-Determination is WHY we do what we do at Kia Aroha College. This rationale is encapsulated in the 12 "principles to live by" developed by our Maori, Samoan and Tongan programmes. These 'creeds' are tools to scaffold our learners into a positive future as lifelong learners. Self-determination is about the ongoing cycle of conscientising, resisting and transforming (Smith, 2004).

Our Power Lenses Learning Model

The Power Lenses model is HOW we do what we do at Kia Aroha College. This learning approach includes an Integrated Curriculum, our thinking about achievement and assessment and the engagement of our students in learning that is critical and culturally responsive.

A Critical Pedagogy of Whanau

Whanau/Family and a pedagogy that develops relationships of trust and mutual respect is the “glue” that CONNECTS everything together. A critical pedagogy of whanau includes support, solidarity with our community, and leadership.

The Four “C”s of Radical Healing

Ginwright (2009) defines the four “Cs” of radical healing as “Caring relationships, Consciousness, Community, and Culture.” Radical healing involves “developing pedagogical spaces of resistance and resiliency that lead to improvements in teaching and learning for youth of colour in the midst of structural inequity.” In Kia Aroha College’s pedagogy these concepts are closely linked to the restoration of indigenous knowledge, which is even more essential than ever for the future of indigenous communities, but which get left out of our conversations about 21st Century learning. Radical Healing develops critical hope and Warrior-Scholars.

Sources

Ginwright, S. (2009) *Black Youth Rising: Activism and Radical Healing in Urban America*

Smith, G. (2004). *Mai i te māramatanga, ki te putanga mai o te tahuritanga: From conscientization to transformative praxis.*

Culturally Responsive, Critically Conscious

Kia Aroha College believes that learning is grounded in our students’ cultures. This understanding goes far wider and deeper than “one-off” cultural days or weeks, and involves changes in thinking about how we learn, what we learn, and how we structure our schools.

“It’s not culturally responsive, if it’s not also critical.” (Milne 2013)

Duncan-Andrade and Morrell (2008) identify **three goals of critical pedagogy** as **empowered identity development, academic achievement** and **action for social change**.

Culturally responsive teaching and learning is:

- **Validating** - It uses the cultural knowledge, prior experiences, and learning styles of our students to make learning more appropriate and effective for them;
- **Comprehensive** - Culturally responsive teachers develop their students’ intellectual, social, emotional, and political learning. They realise not only the importance of academic achievement, but also the maintaining of cultural identity and heritage.
- **Multidimensional** - Culturally responsive teaching involves many things: curriculum content, learning context, classroom climate, student-teacher relationships, instructional techniques, and performance assessments.
- **Empowering** - Culturally responsive teaching enables students to be better human beings and more successful learners. Empowerment can be described as academic competence, self-belief, and initiative. Students must believe they can succeed in learning tasks and have the motivation to persevere.
- **Transformative** - Banks (1991) asserts that if education is to empower marginalized groups, it must be transformative. Being transformative involves helping “students to develop the knowledge, skills, and values needed to become social critics who can make reflective decisions and implement their decisions in effective personal, social, political, and economic action.”

- **Emancipatory** - Culturally responsive teaching is liberating. It guides students in understanding that no single version of “truth” is total and permanent. It does not solely prescribe to mainstream ways of knowing.

Sources

Geneva Gay (2000), Gloria Ladson-Billings (1992), Duncan-Andrade & Morrell (2008), Ann Milne (2013), James Banks (1991), www.intime.uni.edu



5. Person Description

This is a generic person-description.

The advertised position will state specific skills needed for each position

Key Tasks

- To work as an effective and contributing member of the learning whanau and school
- To seek full understanding of the philosophy of our designated character status
- To develop and deliver quality teaching and learning programmes in line with the special character of the school
- To promote student achievement – academic, social, emotional, cultural, physical
- To develop respectful, effective, reciprocal relationships with students, whanau, staff and community
- To assess student achievement in accordance with national and school curriculum guidelines and policies
- To keep informed and up to date with research and professional development, particularly in:
 - Maori/Pasifika and Indigenous education
 - Culturally responsive pedagogy
 - Critical pedagogy and social justice learning practice
 - Curriculum and Assessment
- To take shared responsibility for high school standards of learning and behaviour
- To assist with literacy/numeracy programmes to support specific students who have high learning needs
- Understanding of and experience in teaching/assessing NCEA (dependent on the advertised position)

Person Specifications

- Commitment to the special character of the school (this is a condition of employment)
- Innovative – lateral thinking
- Prepared to take on new learning/teaching styles
- Prepared to work outside comfort zones
- Able to teach more than one subject in an integrated curriculum approach
- Prepared to work at all levels of the school
- Excellent curriculum knowledge
- Strength in Te Reo Maori
- Able to work as a team/whanau member
- Prepared to work outside school hours – fully participant in all whanau events, activities
- Prepared to be fully involved in function and operation of school marae
- Willing to take on extensive professional development and own study & research Reflective
- Prepared to work hard
- Sense of humour

Applicants should state:

- curriculum strengths and combinations of subjects
- leadership and teaching experience
- experience in Maori education settings
- tertiary study / professional development
- other relevant skills / qualifications
- what they feel they can offer Kia Aroha College



6. Application Form

Applications should be sent to The Principal, Kia Aroha College, 51 Othello Drive, Otara

Applications must include:

1. a detailed CV
2. a completed Application Form – this summarises your CV. Please ensure that all questions **not covered in your CV** are answered in this application form.
3. Names and contact details of at least two referees

Position applied for:

Privacy of personal information

The information you provide on this application for employment form will be collected and held by the Board of Trustees of Kia Aroha College. It is being collected for the sole purpose of assessing your suitability for employment in Te Whanau o Tupuranga in the position applied for. If your application is successful, this form will be retained on your personal file. If unsuccessful it, along with your other application papers, will be confidentially destroyed after six months. You have the right of access to personal information and to seek any correction you think necessary to ensure accuracy.

1. Personal Details

Full Name _____
First names _____ Surname _____

Address _____

Phone _____
Home _____ Mobile _____ Business _____

Ethnicity _____

Current Teacher Classification _____

Registration Number _____ Expiry Date _____

2. Previous paid employment experience:

Please list in chronological order with most recent position first

Position	Employer	Date Begun	Date Ceased
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

3. Non-paid experience or voluntary work

Details of Activities and/or Positions Held	Date Begun	Date Ceased
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

4. Qualifications

Educational or other relevant qualifications:

Qualification	Institution	Date Attained
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

5. Convictions against the law:

Have you ever been convicted of any offence against the law (apart from minor traffic convictions)?

YES/NO

If 'YES' enclose a certified copy of the entry in the Criminal Record Book relating to the conviction(s), obtained from the Registrar of the Court concerned. The copy should be accompanied by any comments regarding the offence which you wish to make. Give full details:

Note: the Board of Trustees will seek a police clearance from all short-listed applicants or preferred applicants prior to confirmation of appointment.

6. Referees:

Provide details of up to three people who can be contacted to provide references (previous employers preferred):

	Name (& Position)	Address	Contact Telephone
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____

7. Confirmation

I certify that the information given in this application is to the best of my knowledge correct. I understand that this may be verified.

Applicant's signature: _____

Date: / /