**Application Form for the Te Kāhui Ako o Taranaki Mohoao** **| Community of Learning Across Teacher Role**

The Te Kāhui Ako o Taranaki Mohoao | Community of Learning is seeking an experienced teacher for this Across Kāhui Ako Teacher role (18 month period; Term 3 2025 to Term 4, 2026) who can work collaboratively to support our community’s teachers meet our Achievement Challenges.

**The role of the Across Kāhui Ako Teacher is:**

* An exciting opportunity to make a difference to the educational opportunities for learners in Te Kāhui Ako o Taranaki Mohoao
* A great opportunity to work with your colleagues to support our community’s teachers and students.
* A chance to make an important difference.

**This fixed term role will:**

* Focus on improving teaching practices in order to meet the shared achievement challenge
* Work with colleagues to identify and address problems of professional practice
* Work closely with the Community leadership role to focus on the shared achievement challenge
* Promote best teaching practice within a school
* Strengthen the use of an inquiry approach to teaching and learning to achieve the shared achievement objectives.

**Terms and Conditions:**

The terms and conditions of this appointment are contained in the current collective agreements for school teachers. Note that if an applicant is employed on an individual employment agreement the Kāhui Ako provisions in the collective agreement for the sector they’re employed in apply.

[Secondary Teachers' Collective Agreement 2022-2025[PDF, 1.1 MB]](https://assets.education.govt.nz/public/Documents/School/Collective-Employment-Agreements/Secondary-Teachers-Collective-Agreement/STCA-2022-2025.pdf)

[Primary Teachers' Collective Agreement 2023-2025[PDF, 1.1 MB]](https://assets.education.govt.nz/public/Documents/School/Collective-Employment-Agreements/Primary-Teachers-Collective-Agreement/2023-2025-PTCA.pdf)

[Area School Teachers' Collective Agreement [PDF, 1.1 MB]](https://assets.education.govt.nz/public/Documents/School/Collective-Employment-Agreements/Area-School-Teachers-Collective-Agreement/ASTCA-2023-2025-.pdf)

Included in the terms of employment for this role are:

* a salary allowance of $16,000 per annum while you hold the role
* a stipulated minimum timetabled class-contact hours.    
  STCA *- “at minimum an average of eight (8) timetabled class-contact hours per week”.*PTCA *- “at minimum a 0.5 FTTE classroom teaching load” – NZEI confirm that means 12.5 hours a week.*

In Area Schools - *“at minimum an average of eight (8) timetabled class-contact hours per week for teachers predominately teaching years 7-13 or 0.5 FTE of a classroom teaching load for teachers predominately teaching years 1-6)”*

* Under the STCA, teachers may not hold more than two permanent management units or hold a specialist teacher role while in this role.
* Please refer to the relevant Agreement for details and discuss any questions with your principal or union rep.

**To help you consider this role the Kāhui Ako is providing:**

1. This **Application Form**
2. The **Achievement Challenges** for the Draft 2025-2026 Te Kāhui Ako o Taranaki Mohoao- See attached on the website Vacancies Page.
3. The **local criteria** – in this Application Form
4. The **National Criteria** and indicators candidates must reach – included in this Application Form

The selection panel for the Te Kāhui Ako o Taranaki Mohoao | Community of Learning Teacher Role (Jason Elder - Lead Principal; Kim Waite - Support Principal; Graham Sands - Support Principal) will use their knowledge, skills and experience to select the person best suited to this role. They will reach a decision based on their assessment of the applicants against the national and local criteria and the person specifications. To be appointed candidates must demonstrate that they meet the National Criteria. This will be assessed by Helen Varney (NANP Advisor).

**Timeline for the appointment of the Across School Teacher position:**

| All Kāhui Ako teachers notified of the opportunity | Advertisement link sent out to all Principals: Tuesday 19 November |
| --- | --- |
| Closing date for **Applications** | Monday 9 November at 12pm  Please email your application to office@sps.kiwi.nz |
| Shortlisting and request for further information | Monday 9 November at 4pm |
| **Interviews.** | Wednesday 11 November at 4pm |
| NANP assessment against National Criteria | On the day of interview. However, occasionally further checking maybe necessary after the interview. This will be completed within 3 days. |
| Offer of Appointment to successful candidate. | Thursday 12 December 2024 |
| Negotiation of job description | To be confirmed by negotiation after appointment |
| **Across Kāhui Ako Teacher assumes responsibilities.** | Term 3, 2025 |

| **Questions about this process and timeline should be directed to:** |  |
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| For further information contact:  Kim Waite  kim.waite@toko.school.nz  0273483550 | For further information contact:  Graham Sands  principal@midhirst.school.nz  0274678920 |

**Application Form Te Kāhui Ako o Taranaki Mohoao|Community of Learning Across Kāhui Ako Teacher role**

NB: No CV or accompanying letter is being requested. Please provide all information on this Application Form.

| Name: | MoE #: | Employing Board: |
| --- | --- | --- |
| Ethnicity | Practising Certificate No and Expiry Date: | |
| Contact phone no (cell): | Email: | |
| Principal’s name | Principal’s email and cell phone: | |
| Presiding Member’s name | Current hours of classroom teaching per week: Number of permanent Management Units: | |

***Educational qualifications***

| Please set out your qualifications: |
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***Employment history***

Please outline your employment history beginning with current or latest employment.

| **Period worked** | **Employer’s name** | **Position held** |
| --- | --- | --- |
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***Professional Development undertaken that is relevant to this role:***

| **Title of PLD** | **Date(s) undertaken** | **Key areas of focus** |
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***Working History***

Please describe in a few sentences your working journey; including roles and experiences you think would make you right for this role. Please include details of you current classroom teaching.

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***Personal Statement***

Please describe in a few sentences what beliefs, skills and experiences would make you the ideal candidate for this role.

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***Referees***

Please provide the names of three people who could act as professional referees to attest to your suitability for the Community of Learning Leadership Role.

| **Name** | | **Contact details**  **(email address essential)** | **Cell phone number** | **Relationship** | |
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***National and Local Criteria***

The position you have applied for requires specific knowledge, experience and skills. Please outline below how you possess the requisite experience and skills.

**Important** – when you respond to the Indicators for each Focus Area (Column 3) with statements, you should support your statements with links to primary evidence – i.e. a Google folder or files wherein your accomplishments are visible for The NANP member to examine.

|  | **Domain:  Professional Knowledge in Practice - Ako** | | | |
| --- | --- | --- | --- | --- |
|  | **Focus Area** | **Broad Standards**  **And**  **National Criteria** | **NANP indicators that demonstrate the required successful practice and understanding.** | **How have you demonstrated this in past roles?**  **Please include related roles and relevant experience** |
|  | **Bicultural knowledge and practice** | Leads the development of expertise across the Community in teaching in bicultural Aotearoa, New Zealand consistent with the Treaty of Waitangi, to support improved outcomes for Māori students.  **And National Criteria**  Implications and applications of the Treaty of Waitangi in New Zealand across a range of educational settings Māori enjoying and achieving educational success as Māori. Leading collaboratively on strategic bicultural initiatives. | * Actively display a genuine commitment to improved Māori success. * Demonstrate a range of examples of teaching practices that accelerated Māori achievement, * Demonstrate the ability to work collaboratively on bicultural initiatives. |  |
|  | **Planning for success** | Leads and works with colleagues to plan, implement and coordinate evidence-based cycles of inquiry that lead to improved outcomes for diverse (all) learners within the school and across schools within the context of the Community’s goals.  **And National Criteria**  Negotiating across a range of views on development of collaborative plans and evidence-based cycles of teacher inquiry that have resulted in improved outcomes for diverse (all) learners | * Co-ordinate and lead an evidence based inquiry process using appropriate and reliable evidence from a range of sources and perspectives * Demonstrate ability to mediate between conflicting views; surfacing beliefs and assumptions that could be barriers to effective inquiry |  |
|  | **Focus Area** | **Broad Standards**  **And**  **National Criteria** | **NANP indicators that demonstrate the required successful practice and understanding.** | **How have you demonstrated this in past roles?**  **Please include related roles and relevant experience** |
|  | **Effective teaching and learning** | Leads and works with colleagues within and across schools to develop expertise consistent with current and relevant research evidence that strengthens teaching to support the learning and achievement of every student in ways that recognise their identity, language and culture.  **And National Criteria**  Leading change with colleagues using current and relevant research evidence to support every student to learn and achieve in ways that recognise their identity, language and culture. | * Lead evidence based practice to reduce variability in teaching effectiveness within and between schools. * Promote and strengthen collaboration and lateral accountability to improve achievement for diverse students. |  |
|  | **Professional learning** | Works responsively with  colleagues within the school and across the Community to identify professional learning strengths and needs using a range of evidence and works collaboratively to develop their capabilities to improve teaching and learning outcomes for diverse (all) learners within the context of the Community’s goal  **And National Criteria**  Using a range of evidence to collaboratively identify professional learning strengths and needs of self and others and to monitor progress towards goals. Facilitating collaborative professional learning approaches that improve outcomes for diverse (all) learners. | * Use a range of evidence to identify professional learning strengths and needs and to monitor progress towards goals. * Facilitate collaborative professional learning approaches that improve outcomes for diverse (all) learners. * Work with Community of Learning leadership to identify and develop internal expertise while also accessing relevant external advice and support. |  |
|  | **Domain:  Professional Relationships, Values and Engagement – Mahi Tahi** | | | |
|  | **Focus Area** | **Broad Standards**  **And**  **National Criteria** | **NANP indicators that demonstrate the required successful practice and understanding.** | **How have you demonstrated this in past roles?**  **Please include related roles and relevant experience** |
| **Values** | | Is open-minded, respects and values the culture, knowledge and expertise of others, shows a willingness to learn and understands their own agency in promoting teaching and learning for all.  **And National Criteria**  Respecting and valuing the culture, knowledge and expertise of others. Taking agency for their own professional development to improve teaching and learning. | * Demonstrate respect for the culture, knowledge and expertise of all ākonga in a way that strengthen an inclusive environment * Examine own beliefs, including cultural beliefs, and how these impact on their own and others professional practice and the achievement of diverse ākonga |  |
| **Relationships** | | Demonstrates openness to learning and constructive problem-solving to build and maintain relationships of challenge, trust and respect within and across the Community of Learning and its home/iwi communities, and beyond the Community of Learning.  **And National Criteria**  Being open to collaborative learning and constructive problem-solving. Building and maintaining relationships of challenge, trust and respect. | * Challenge and alter well-established aspects of teacher culture that do not contribute to improved teaching and learning * Approach challenging relationships in a constructive manner that balances advocacy and inquiry * Foster the kinds of innovation, creativity and confidence that will enable colleagues to address the complexities of improving student learning without fear of failure |  |
|  | **Engagement** | Activates and develops educationally powerful connections towards shared goals across the Community of Learning and its communities.  **And National Criteria**  Leading and sustaining educationally powerful connections within the school and across the Community of Schools and its communities to develop and realise shared goals that lead to improved student outcomes | * Promote and strengthen educationally powerful connections with family, whanau and across the community of schools |  |

| **Focus Area** | **Broad Standards** | **Lcoal Criteria – demonstrated by successful practice and understanding of:** | **How have you demonstrated this in past roles?**  **Please include related roles and relevant experience** |
| --- | --- | --- | --- |
| **Building confidence and commitment across all the Central Taranaki CoL schools.** | Recognises the need for working collaboratively with the staff in each of the schools | * Develop trusting professional relationships with leaders and teachers across the Kahui Ako. * Understanding and articulating the Central Taranaki Kahui Ako rationale. |  |
| **Developing a strategy for gathering, interfacing and sharing valid data.** | Recognises the need for using data as evidence to guide the success of the Kahui Ako | * Understanding the need for reliable data and how to use data evidence as a lever for improved learning outcomes. |  |
| **Addressing the increasing transience and diversity of the Central Taranaki CoL** | Recognises the need for considering the requirements of all students in the Kahui Ako | * Understanding the extent and impact of these trends on student learning. |  |
| **Informing and engaging the wider community** | Recognises the need for being linked to the wider community | * Promoting the rationale and purpose of collaborative endeavour. |  |
| **Demonstrating deep empathy of the community we are serving.** | Recognises the need for understanding the uniqueness of each school and how this strengthens the Kahui Ako. | * Embracing and celebrating the special individual and collective character of Central Taranaki schools. |  |
| **Leading their school and community in breaking the cycle of educational underachievement** | Recognises the need for a focus on the supporting those students not achieving… | * Understanding the complexity of underachievement and working towards developing strategies and targets that help address this. |  |
| **Establishing effective relationships beyond the education sector and leveraging these to support CoL community endeavours** | Recognising the need for the Kahui Ako to be representative with other educational organisations | * Advocating for our Kahui Ako through having a strong voice * Helping the Kahui Ako community leadership and teachers develop strategies to meaningfully engage the wider community. |  |

**Declarations – both must be completed**

| I certify that:   * The information I have supplied is true and correct. * I have authorised access to referees in accordance with the Privacy Act 1993. * I authorise the selection panel, independent advisor, or nominated representative to approach persons other than the referees whose names I have supplied to gather information related to my suitability for the appointment to at Community of Learning leadership role. * I have authorised the selection panel to share the information contained in this application form with the leadership role and/or independent adviser to have my application assessed against the community criteria. * I understand that if I have supplied incorrect or misleading information, or have omitted any important information, I may be disqualified from appointment   Applicant’s Signature: Date: |
| --- |

| As Principal of ……………………………...………………… I am aware of the application of...………………...……………… for the Te Kāhui Ako o Taranaki Mohoao Teacher role. The Board supports this teacher’s application.  I can attest that the applicant’s most recent professional growth discussion confirmed that this applicant successfully met all the Standards for the Teaching Profession relevant to his/her current position.  Principal’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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