



Alfredton School

Principal Appointment

Commencement

Term 2 2018

Alfredton School



Alfredton School

15207 Route 52, RD3, Eketahuna 4996





Phone: 06 375 8082

Dear Applicant

Thank-you for your interest in the Principal position we have available in our school.

Our staff, community and most importantly students are very excited about having a new Principal in our school. The position will allow the successful applicant the opportunity to join a fabulous team with modern classrooms and excellent community support.

Please ensure you access for this application:

-  Application Information Pack
-  Person specification document to be completed (separate download)
-  Referee form (separate download)
-  Application form (separate download)

There is a school house available if required. This will be discussed upon appointment.

Please email chairperson@alfredton.school.nz if you have any questions or would like to organise a visit of our school. A copy of our 2017 Charter can be downloaded from our website in the Information section.

We look forward to hearing from you.

Kind regards

Russ Smith
BOT Chair

ALFREDTON SCHOOL

Alfredton School is a U2 rural country school that has been experiencing roll growth. We currently have 3 multi-level classrooms.

We have a fabulous and hard-working community who fully support the school. We are lucky to have a strong fundraising team – called ASCA that provides additional resourcing and opportunities for our students.

We are a very well-resourced school. We currently have a number of computers both PC and Mac, iPad's and interactive technology available. Our school boasts a well maintained swimming pool, newly refurbished library, large well maintained grounds, an avenue of 100 year old oak trees and a peaceful location. In recent years we received a Bayer Science Fund grant to support the school in planting sustainable heirloom vegetable gardens, an orchard and develop composting / worm farms on site.

In 2018 staff will be undertaking a school-wide professional development focus which has yet to be finalised. We will also be working on formative assessment.

Ultimately we are about the students! They are at the heart of everything we do in our school. Our students take on a lot of responsibilities in day to day school life and their voices can be heard and seen in what we do. Students run assemblies, design their certificates, comment in newsletters, speak publically at school-wide events and have the confidence to know that their ideas are valued in the classroom. We also have a student council who act as a voice for the students in decision making processes and undertake a strong level of fundraising both for the school and charity. We also have house groups that are being used to support our younger students as they enter school.

Our students are 'country kids' and proud of it. They are an incredible bunch of confident and hard-working students. Our students are given opportunities to shine and their personal talents and strengths are identified by staff over time. We ensure we have a balance in our curriculum to allow every child to succeed. Our senior students are given ample opportunities to explore their interests and ideas as a start of career guidance.

We have worked hard on developing and maintaining excellent home and school relationships. We have an open door policy and encourage our parents and wider community to take an active role in our school. Communication is considered essential! Any teacher who works at our school is expected to maintain these relationships with our parents and wider community.

Staff work as a team to ensure our students always have the best possible opportunities they can. We value and respect each other's opinions and strengths. We take joint responsibility for the overall educational success of all students. There is a high level of collegiality and support and it is important to us that this is enhanced with new staff we employ.

We believe in using authentic contexts wherever possible in the classroom and our school-wide documentation has the flexibility to allow teachers to do this. It is important to catch the moment! Our curriculum works on a bi-annual basis to ensure we can ensure our students have a localised curriculum and opportunities to explore outside of the known. This year we have incorporated an element of Maori cultural inclusiveness into our curriculum plans in consultation with whanau.

School Values

In 2014 Alfredton School reviewed our schoolwide values in consultation with our community. Our school motto is Little acorns to mighty oaks – learning for a lifetime. We now have our MIGHTY values.

Motivated

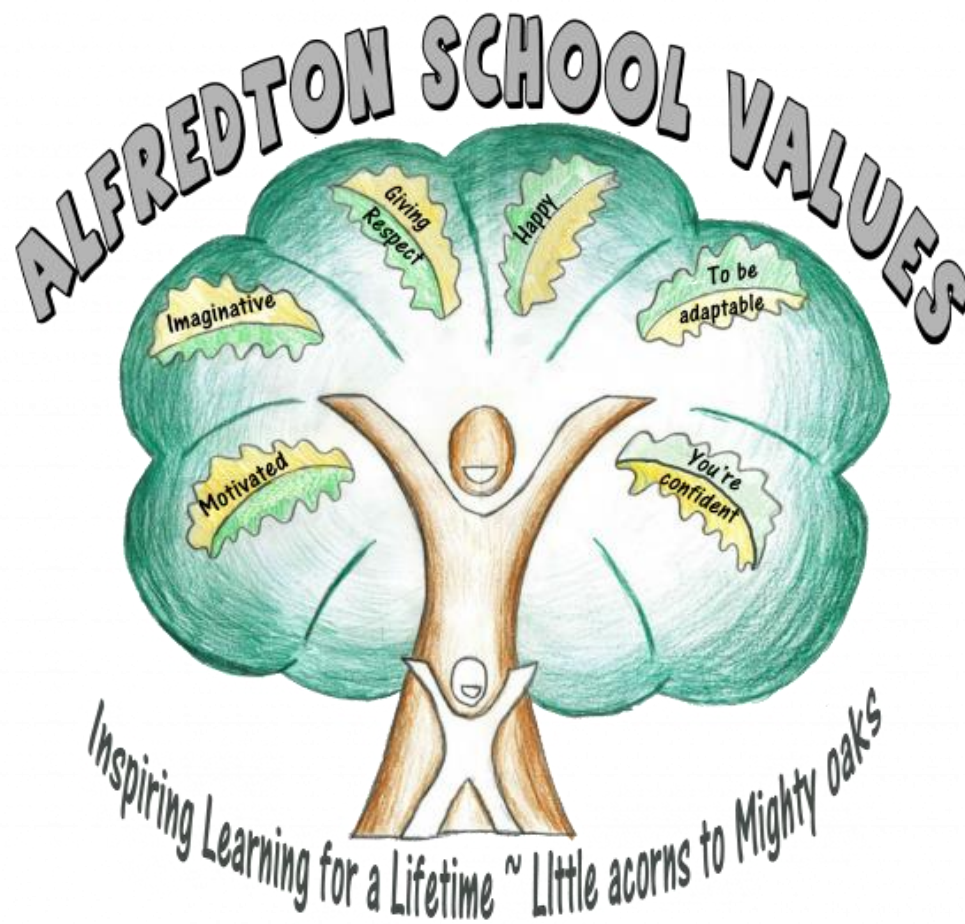
Imaginative

Giving respect

Happy

To be adaptable

You're confident



This logo symbolises the growth our students have in our school as well as the supportive nature of our school.

Alfredton School

Maori Culture Inclusiveness

*Po noa, ao ake te ra, mai te kakano, Mai te kakano e tu ai te Kahikatea.
Hinengaro Ngangahau, ka tinana mātātoa!*



At Alfredton School we want all of our students to be able to:

CULTURAL AWARENESS

- 🌀 Understand the protocols associated with the marae
- 🌀 Understand the basic cultural sensitivities (such as not touching heads, not sitting on tables, taking shoes off)
- 🌀 Learn and be able to repeat general New Zealand legends as well as some iwi specific or local specific legends
- 🌀 Create works of art associated with maori culture
- 🌀 Understand the protocols associated with urupa (generalised)

INTEREST TOPICS / LOCALISED IMPORTANCE

- 🌀 Understand the importance of eel conservation
- 🌀 Participation in kapa haka or simple waiata
- 🌀 Understand the conservation and preservation of the foreshore and seabed
- 🌀 Understand the medicinal and day to day use of native flora and fauna
- 🌀 Understand the care and protection associated with native flora and fauna
- 🌀 Identify with Maori heroes and role models
- 🌀 Develop an awareness of local areas of importance or historical significance

TE REO

- 🌀 Correctly pronounce local place names and peoples names
- 🌀 Develop correct pronunciation by the end of the 8th year at school
- 🌀 Speak mihi/pepeha fluently

SCHOOL CULTURE

- 🌀 Have a school waiata (gifted to us from local kaumatua)
- 🌀 Have a school karakia (gifted to us from local kaumatua)
- 🌀 Ensure that Maori culture is evident in our newsletters, blog sites and website
- 🌀 Hold school-wide cultural events such as hangi's, performing arts
- 🌀 Understand our tamariki come from many iwi and tribal areas, so learnings need to be generalised wherever possible

ALFREDTON SCHOOL

Principal

Job Description

Responsible to: Board of Trustees

Status: Permanent

Teaching: 0.3 Teacher (Years 5-8 team teaching with Principal Release Teacher)

Professional Knowledge

Objective: To maintain and demonstrate an understanding of developments in curriculum, Treaty of Waitangi, learning and assessment theory by engaging in professional development and professional reading.

Teaching Techniques

Objective 1: To share, plan and deliver programmes that satisfy school and national requirements, guided by school policy and curriculum statements and to record the information on planning and assessment sheets.

Objective 2: To plan, deliver and evaluate programmes that cater for individual needs and abilities by using appropriate techniques and approaches that reflect sound teaching and learning practice.

Objective 3: Evaluations to be completed by the third week of the following term for Terms 1-3. Term 4 evaluations must be completed by the end of Term 4 to allow pupils reports to be compiled.

Motivation of Students

Objective: To motivate all students to engage in learning by:

- using strategies that increase participation
- promoting independence
- creating and maintaining a stimulating classroom environment

- establishing high expectations that value and promote learning
- give feedback on both school and homework activities.

Classroom Management

Objective: To establish and maintain a classroom environment that is safe and conducive to learning by:

- managing student behaviour positively
- organizing a safe and ordered physical environment
- creating a secure environment promoting respect and understanding

Communication

Objective: To communicate effectively with students, colleagues and parents/caregivers/community by:

- participating in parent interviews – Term 1 & 3
- meeting with parents (as requested by parent or teacher)
- complete end-of-year pupil reports

Support for and Cooperation with Colleagues

Objective: To establish and maintain effective working relationships with colleagues by:

- working efficiently within systems and procedures
- sharing of knowledge and ideas
- participating in appraisal and professional development for self
- appraise all school staff
- report to the board in a timely manner with staff consultation

Contribution to Wider School Activities

Objective: To contribute to the efficient running of school-wide programmes and events by:

- contributing and participating in school-based meetings and events
- organize/contribute to aspects of school-wide teaching and learning programmes
- carry out roster duties beyond classroom responsibilities, e.g. playground supervision and bus duty
- take responsibility for the maintenance and purchasing for the curriculum areas as in the management plan (negotiable depending on areas of strengths).
- Monitor and record student attendance.
- Manage (with Board support) the Bus Contract with the Ministry of Education

Signed

Teacher/Principal:

Date:

Board Chairperson:

Date:

Performance Indicators: For Experienced Teachers

Professional Knowledge

- Professional development undertaken
- Professional reading undertaken
- Participation and contribution to staff and curriculum meetings
- Conversant with curriculum documents and can explain links with own classroom programme
- Identifies own professional development opportunities and communicates to appraiser when establishing performance expectations
- Incorporates and continually seeks further ways to incorporate elements of Te Reo and tikanga Maori into lessons and classroom
- Consistently demonstrates a balanced coverage of the 7 essential learning areas.

Teaching techniques

- Long term planning and evidence
- Unit planning and evidence
- Daily planning / monitoring and evidence
- Lessons planned in advance with appropriate objectives, enabling students to progress
- Individual, group, whole class and cooperative learning situations used
- Varies the mode in which material is presented
- Uses a range of resources and technologies to assist learning
- Teacher "roves" providing instruction and feedback to pupils
- Remedial and extension needs identified and catered for (within reason)
- Modifies planning and learning experiences (teachable moment)
- Accurate, systematic records are kept
- Assessment is used as a basis for further teaching and learning
- Learning activities are at an appropriate, but challenging level for all pupils
- Evaluation of programmes / activities / teaching practice / approach and modification if appropriate.

Motivation of Students

- Quality questioning
- Cooperative learning approaches used
- Programmes reflect student interest
- Current/ topical contents incorporated into lessons
- Student centred learning
- Student goal setting and self-assessment
- Students involved in decision making at classroom level
- Attractive classroom environment with a range of curriculum areas displayed
- Well-presented teacher and student resources
- Students work is marked regularly with constructive feedback
- Participation, improvement, effort and achievement by students is recognised and reinforced
- Lesson purpose and expectations are communicated clearly to students
- Homework relevant to school programme; to remedy, reinforce or extended learning
- Lessons are always varied and challenging

Classroom Management

- positive behaviour is reinforced
- clear expectations re conduct is established, involving students in the process
- school discipline policy is fairly and consistently applied
- inappropriate behaviour is responded to in a calm, clear manner
- safety procedures related to NAG's are adhered to.
- students are familiar with emergency procedures
- routines reinforcing student cooperation, respect and safety are used
- clear instructions are given, with transition times between subjects operating smoothly
- students contributions are valued and respected
- students are willing to contribute and support each other.

Communication

- written and oral reporting is accurate and pertinent
- makes timely arrangements to meet with caregivers
- is approachable
- listens and responds to parental / caregiver concerns and requests in a sensitive manner
- adequate notice and information is given to parents with regard to trips, classroom programmes, class notices etc.
- maintains trust and confidentiality.

Support for and Cooperation with Colleagues

- deadlines met
- punctuality observed

- systems and procedures followed
- consider suggestions / seek ideas
- report on professional development activities
- appraisal and professional development record.
- seeks assistance from colleagues when unsure or misunderstands situations.

Contribution to Wider School Activities

- participate in parent interviews, prize-giving, camps, school-centred activities
- contribute to the planning and organisation of school curriculum and extra curricula activities
- participate in the school review
- playground and bus duties carried out
- register of attendance accurate and completed according to M.O.E. requirements
- parents contact made where necessary
- Principal informed of concerns with regard to pupils - attendance, behaviour etc.

PRINCIPAL TERM 2 2018

“Little acorns to mighty oaks ~ Inspiring learning for a lifetime”

PERSON SPECIFICATION

The successful applicant at Alfredton School will be a:

Highly effective educator across years 1 to 8, with proven successful leadership experience & a willingness to get stuck in with our rural community.



The successful applicant will have demonstrated that they:

- Can embrace our school motto *Inspiring Learning For a Lifetime – Little Acorns to Mighty Oaks* & school values.
- Understand & respect the special nature of a rural, full primary school – sense of humour essential!
- Are a clear communicator who is approachable and can build positive relationships with students, staff, whanau & the wider community
- Can connect & collaborate with others for the purpose of enhancing teaching & learning opportunities. Willingness to actively participate in our Tararua Kāhui Ako is essential.
- Are experienced in using evidence to focus school organisation & decision making around effective learning & teaching
- Can effectively lead change while valuing what is working & utilising the strengths & knowledge of the team
- Are culturally inclusive, showing respect for diversity & embedding Tikanga Maori
- Are skilled in the use of digital technology
- Have some current thinking & are open to exploring further, in relation to innovative teaching & learning approaches
- Demonstrate some knowledge in the role of the BOT & effectively managing finance & property
- Has a commitment to meeting the diverse needs of our student population in their academic, cultural and sporting endeavors.
- Some prior experience in multi-level teaching would be an advantage.

APPLICATION & REFEREE PROCESS

Applicants should provide:

- A CV - which includes at least a 5 year chronological list of employment
- The Principal's Personal Profile
- **Three (3)** referee reports - refer notes below
- A covering letter explaining how the school will benefit from your leadership
- Completed person specification sheet outlining examples

Deadlines for the appointment process:

Please note that applications must be received by **post and a copy via email by 4pm on Monday 5TH February 2018**

Board Chairperson
C/- Alfredton School
15207 Route 52
RD3
Alfredton

Please label the envelope "Confidential: Principal Appointment"

Forward the email copy to: vacancy@alfredton.co.nz

Please subject line the email "Confidential: Principal Appointment"

Referees:

- Please deliver/email referee reports to you referees.
- Referee forms should be delivered separately from your application and be received by the Board Chairperson no later than **Monday 5th February 2018**
- Nominated referees may also be contacted by the appointment committee (or their agents) for further/more detailed information.

Shortlisting:

- Shortlisting will be completed on **Tuesday 13th February 2018**. Successful & unsuccessful candidates will be notified shortly after this date.

Interviews:

- Interviews will be held at Alfredton School on **Sunday 25th February 2018**. If you are not available for an interview at this time, please note this in your covering letter.

Visits to the school/requests for further information:

- Applicants are asked to make contact with the BOT Chair Russ Smith at chairperson@alfredton.school.nz should they wish to organise a tour of the school or have any questions.