



## Information for Applicants for

# Head of Department (HOD) Māori Yrs 7-13

*2 Management Units + 1 Middle Management Allowance  
Commencing on 28 January 2023*

### CONTENT

- Information for Applicants and Person Specification
- Application Form and Declaration
- Job Description

#### The timetable for filling the position is as follows:

1. Closing date for applications: **Tuesday 11 October 2022, 4pm.**
2. Short-listing of applicants will occur after this date. You will be notified as to whether or not you are invited to an interview in due course.

#### Application details:

Please apply by emailing your application to The Principal, Linda Tame, [linda.tame@gbh.school.nz](mailto:linda.tame@gbh.school.nz)

1. The completed application form
2. A covering letter outlining the details sought on the application form
3. Your CV
4. A copy of your Teaching Council Practicing Certificate, to:

**The Principal  
Linda Tame  
Golden Bay High School  
12 Waitapu Road  
Takaka, 7110**

The Principal, Linda Tame, warmly encourages those interested to email her and organise a time to kōrero about the role. Phone: 027 222 4798 or email [linda.tame@gbh.school.nz](mailto:linda.tame@gbh.school.nz)

## Information for Applicants

Ka pipī ake te wai  
Ka pupū ake te wai  
Ko Te Waikoropupū te ūkaipō o Huriawa taniwha  
Ka heke kau te wai  
Ko Tākaka, ko Te Waitapu o Uruao  
Ka rere kau te wai  
Ka piri atu ki Mōhua, kia Tangaroa  
Hei orangamō te katoa

E ngā Mana, E ngā Reo, Karangatia, kia Koutou Katoa

This is a wonderful opportunity to step into a leadership role at a small, friendly school in the process of significant developments towards our vision of 'Inspiring world-ready rangatahi'. Our recently gifted values are Manaakitanga, Whanaungatanga, Kaitiakitanga and Wairuatanga.

Situated in stunning Mōhua, Golden Bay High School (GBHS) is surrounded by two National Parks, Te Waikoropupū Springs and fabulous beaches.

GBHS is in the process of transforming how, what and where our students learn. Our pedagogy development (how students learn) is based on Culturally Responsive Relational Pedagogy. We are working with Waikato University on the Poutama Pounamu Programme, and with Greg Jansen from Leadership Lab on Relational Practice. GBHS has a strong and evolving relationship with Manawhenua ki Mōhua (MKM) which we greatly value. In 2020 we introduced a Bilingual Class (0.2) for Years' 7 & 8 students.

As part of a Top of the South Secondary Leadership Community of Practice (CoP) facilitated by Chris and Greg Jansen, we are reviewing our curriculum (the what), and how the timetable serves curriculum, wellbeing and pedagogy. Excitingly we are also creating a Ngā Toi mural, Te Whakapapa o Mohua, funded through a 'Creatives in Schools' project.

In terms of where students learn, we are in the construction stage of a very significant building programme. This includes a new whare wānanga, library, classroom block, hard materials technology block, administration and an upgrade of many other parts of the school. Manawhenua ki Mohua has been part of the planning from the very beginning, with renowned Artist Robin Slow contracted as our advisor.

## Person Specification

The successful candidate will lead and be responsible for our Māori Department. This will involve

- the teaching of Te Reo and Manawhenua ki Mohua Tikanga.
- the role of Dean of Māori Students
- supporting school leadership in our goal of continually improving how we serve our Māori whānau.

The Principal, Linda Tame, warmly encourages those interested to email her and organise a time to kōrero about the role.

Kia hora te marino, Kia whakapapa pounamu te moana, kia tere te Kārohirohi i mua i tōu huarahi.



## Application for Māori Head of Department (HOD)

Full Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Telephone (Mobile): \_\_\_\_\_ Email: \_\_\_\_\_

Present Position: \_\_\_\_\_

\_\_\_\_\_

Time in that Position: \_\_\_\_\_

Teacher Practising Certificate Number: \_\_\_\_\_

Type and Expiry Date: \_\_\_\_\_

*(This section is optional)*

Date of Birth: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Family: \_\_\_\_\_

Health: \_\_\_\_\_

\_\_\_\_\_

Ethnicity: \_\_\_\_\_

\_\_\_\_\_

### TOPICS TO BE ADDRESSED BY ALL APPLICANTS (in CV or a covering letter)

1. A brief outline of the duties and responsibilities already undertaken.
2. Other relevant educational experiences.
3. Personal and professional qualities and experiences.
4. Personal interests.
5. Include a copy of your Teaching Council Practising Certificate.

## Referees

Please arrange for two referees who may be contacted by phone to support your application.

Please list below the names and contact details.

1 Name: \_\_\_\_\_  
Position: \_\_\_\_\_  
Address: \_\_\_\_\_  
Phone Number: (Mobile) \_\_\_\_\_ (Work) \_\_\_\_\_  
(Email) \_\_\_\_\_

2 Name: \_\_\_\_\_  
Position: \_\_\_\_\_  
Address: \_\_\_\_\_  
Phone Number: (Mobile) \_\_\_\_\_ (Work) \_\_\_\_\_  
(Email) \_\_\_\_\_

## Convictions against the Law / Unsuitability for the Position

Have you ever been convicted of any offence against the law (apart from minor traffic convictions), or otherwise know of any reason why you should not be employed to in the school environment?

**Yes / No** If you answered **Yes**, please provide the date and details of the offence, or other reasons, together with any comments you may wish to make.

*Please note:*

- 1 You may be asked to provide a copy of the relevant Court record(s) obtainable from the Registrar of the Court concerned.
- 2 Failure to provide correct and true details of any conviction or reason for possible unsuitability will make you liable to dismissal from the employment of Golden Bay High School Board of Trustees, should you be the successful applicant.

## DECLARATION

I solemnly and sincerely declare that, to the best of my knowledge and belief, the information given in this application is true and correct. I understand that this may be verified.

I agree to the referees being used for the purposes of considering my suitability for the position.

I agree that the Board may make further verbal or written inquiry from people relevant to this application.

I agree that if successful, my appointment will be subject to a satisfactory police vet.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Job Description for Māori Head of Department (HOD)

**1. Class Teaching:** To provide quality learning opportunities targeted to the specific needs of each class.

Key Objectives	Expected Outcomes
a) Establish level of achievement for each student	Baseline measurements recorded or baseline sample filed
b) Set achievable goals from departmental scheme (where appropriate)	Individual pupils know specific goals
c) Design and plan learning activities that are motivating and challenging for the students	Class programme written up, students are involved with lessons
d) Assess students' progress and evaluate learning activities and outcomes	Cumulative records show individual students making progress
e) Identify and remove barriers to learning	Cumulative pupil records show progress

**2. Class Culture:** To develop an environment where individuals are encouraged, respected and challenged to learn

Key Objectives	Expected Outcomes
a) Develop an environment where students feel safe, relaxed, committed to learning	Evidence of students taking appropriate responsibility for learning
b) Ensure the tasks set are appropriate for the full range of students in the class	All students experience success at their level
c) Ensure that student management is based on positive reinforcement	Teachers and students use positive messages to one another
d) Ensure the teaching area is an attractive, orderly place where equipment and resources are well managed	An interesting classroom with students involved in its maintenance and displays
e) Provide a procedure for resolving mis-understandings and disputes	Distractions to learning are kept to a minimum; disputes are rapidly resolved

**3. Whole School Culture:** To maintain a professional stance, both within the school and in the community, in order to foster the highest quality learning and teaching

Key Objectives	Expected Outcomes
a) Participate in student activities outside the classroom	Evidence of a good rapport with students
b) Communicate with parents/caregivers regarding progress, concerns, etc	Reports that emphasize progress made; Attendance at parent/teacher interviews as appropriate
c) Support the school in the community	Individual's confidentiality respected Problems resolved within the institution and with appropriate constituents. Students' positive attributes promoted
d) Support whole-of-school events	Teacher will participate in whole school events,

	appropriate to his/her responsibilities
e) Actively promote, by example appropriate and desirable behaviour	Teacher will listen to a variety of points of view; will be available for individual help and advice; will model courtesy; will act fairly; show a sense of humour, in dealing with students, colleagues, parents and members of the public

#### 4. Personal Professional Development:

Key Objectives	Expected Outcomes
To maintain an understanding of trends in the teaching area, keeping up to date in education generally, and in the curriculum area in particular.	Teacher works productively in Professional Development Cycle Teacher actively seeks professional development

**Pastoral:** Dean of Māori students.

**Special Responsibilities:** To undertake teaching responsibilities as directed by the Principal.