Tena koe

Thank you for applying for this position at Christchurch Girls' High School/*Te Kura o Hine Waiora*.

We were founded in 1877 as the second state girls' secondary school in Aotearoa New Zealand and have a proud and long history of educating young women to take their place in the world. Embedded in our tradition is a focus on innovation and challenge to the prevailing norms by the first women principals who chose to educate girls well before women received the suffrage in our country.

Our river site has significant history for Te Runanga o Ngāi Tahu and we are committed to nurturing a strong bicultural relationship and supporting diverse cultures at our school.

We are in a new and exciting phase of renewal of vision and strategic direction for the school which has a roll of approximately 1240 and a large staff of 120. The school has traditionally enjoyed very high achievement results and is reinterpreting what excellence means in a progressive and relational culture which will prepare our students for the future and ensure they flourish.

Our values which drive this vision are manaakitanga, whanaungatanga, aroha and rangatiratanga.

The key elements of the new vision are that:

- *We empower and inspire the development of 21st century lifelong learners*
- *We provide a passionate learning environment with diverse opportunities, experiences and authentic relationships*
- *We enable learners to flourish, celebrate achievement, contribute to our world and become tomorrow's inspired leaders today*

Alongside this, the school rebuild has been in a reset with the Ministry of Education and we are beginning a new rebuild which will see the majority of the school rebuilt. We are looking forward to designing spaces which will equip our students and staff for the future. We enjoy what may be the most beautiful and relaxing school site in Aotearoa New Zealand with Otakaro flowing through the centre of the school and a wonderful new Performing Arts Centre facing Hagley Park.

The successful applicant will have the opportunity to join a very successful school, a highly motivated staff and will contribute to the design of a progressive curriculum and relational culture which will equip our students for the future.

We welcome your interest in our place.

Ngā mihi nui

C O'Neill

Christine O'Neill

Christchurch Girls' High School | Te Kura o Hine Waiora

Manaakitanga. Whanaungatanga. Aroha. Rangatiratanga.

JOB DESCRIPTION

POSITION:	Teacher
RESPONSIBLE TO:	The Head of Department/Faculty The Principal Board of Trustees
FUNCTIONAL RELATIONSHIPS WITH:	Teaching staff in Department/Faculty Schoolwide staff (including Support Staff) Deans of year levels Senior Leadership Team Students Wider community

To be read in conjunction with the school Charter, the Standards for the Teaching Profession and the Tataiako competencies.

EXPECTATIONS:

We expect our teachers to:

- Show commitment to the values and vision of Christchurch Girls' High School – *Te Kura o Hine Waiora.*
- Show commitment to the development of a relational and restorative culture.
- Contribute to a flexible and future focused learning organisation.
- Teach within a 21st century pedagogy.
- Contribute to a team spirit of collaboration amongst staff.
- Take risks and engage in reflective practice.
- Develop culturally responsive organisational practice.

QUALITIES REQUIRED:

- Courageous, caring, compassionate and has a high level of integrity, trust and authenticity.
- Lifelong learner who is willing to engage with current thinking and research around future education.
- Ability to work collaboratively in a team approach with both staff and students.
- Ability to develop and manage quality relationships with parents and caregivers, whanau and community.
- Strong organisational skills and ability to prioritise, often under significant time pressure.
- Strong interpersonal and communication skills.
- An ability to think laterally and to problem solve.

PRIMARY OBJECTIVE: To carry out the general duties of a teacher according to the relevant set of Professional Standards for the Teaching Profession.

KEY TASKS:

Criteria	Key Tasks	Examples of Expected Outcomes
Te Tiriti o Waitangi Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand	• Specifically, and effectively address the educational aspirations for Māori learners, displaying high expectations for their learning so Māori achieve educational success as Māori. • Demonstrate respect for the histories, heritages languages and cultures of both partners to the Treaty of Waitangi/te Tiriti o Waitangi • Practice and develop the use of te reo Māori me ngā tikanga	• Pronounce and use Maori names and words correctly. • Develop Maori language knowledge appropriate to the learning area. • Incorporate elements of Te Reo and Tikanga Maori into lessons and classroom. • Participate in Maori cultural events and developing understanding of local protocols, tikanga and kawa where relevant.
Professional Learning Use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the learning and achievement of all learners	• Demonstrate a commitment to personal ongoing learning • Engage in professional learning and adaptively apply this learning in practice • Ensure an up-to-date knowledge of research, understandings and innovations related to content disciplines, pedagogy and wider education matters • Use evidence from a range of sources to engage systematically and critically in professional inquiry • Critically examine personal assumptions and beliefs, including cultural beliefs and how they impact on practice and achievement of learners • Seek and act on feedback from colleagues, learners and other educational professionals • Engage in collaborative problem solving and learning focused collegial discussions	• Participate constructively in performance appraisal system. • Identify own PD needs and communicate these with appraiser. • Attend teacher development programmes and other PLD activities. • Contribute to PLD activities of the department/faculty. • Participate in PLGs

Professional Relationships Establish and maintain professional relationships and behaviours focused on the learning and well-being of each learner	• Engage in collaborative learning-focused relationships with: a) parents, caregivers and families/whanau of learners b) teaching colleagues, support staff and other professionals c) agencies, groups and individuals in the community • Work collegially and collaboratively in the pursuit of improving practice • Communicate clearly orally and in writing • Communicate clear and accurate assessment and achievement information • Show leadership that contributes to effective teaching and learning • Undertake areas of responsibility effectively	• Record data accurately and promptly on Kamar • Complete LEFs and reports accurately and on time. • Maintain positive and collaborative working relationships with colleagues. • Contribute to faculty subject resource development and maintenance. • Share in assessment and examination preparation. • Use spoken and written language clearly, correctly and appropriately. • Observe school communication policies and procedures. • Ensure communications are open, constructive, accurate and timely. • Keep students informed of their progress. • Communicate as appropriate with parents/caregivers/whanau /agencies on a regular basis regarding individual progress and opportunities for consultation. • Attend and contribute to faculty and staff meetings. • Give feedback to colleagues following PD activities. • Record data accurately and promptly on Kamar • Complete LEFs and reports accurately and on time. • Attend parent-teacher-student interviews and conferences • Attend whanau hui as required • Actively do duty • Meet scheduled requests for information on time.
Learning –focused culture Develop a culture that is focused on learning and is characterized by respect, inclusion, empathy, collaboration and safety.	• Establish and maintain learning-focused relationships with learners where there is shared ownership and responsibility for learning	• Respect the rights of students to have their own beliefs and values. • Encourage students to value and appreciate each other. • Be committed to a relational and restorative approach to

	• Effectively engage learners as active participants in the process of learning • Demonstrate high expectations for the learning of each learner • Foster trust, respect and co-operation with and among learners • Demonstrate effective management of the learning setting which is physically, socially and culturally and emotionally safe • Create an environment where learners can be confident in their identity, language and culture and as citizens in bi-cultural and multi-cultural Aotearoa New Zealand and feel safe, physically and emotionally • Meet relevant regulatory, statutory and professional requirements	managing student behavior effectively and consistently apply school wide restorative procedures. • Provide a positive and safe physical, emotional and cultural learning environment. • Apply routines and practices that reinforce student cooperation. • Model appropriate behaviour. • Understand and apply sound classroom management skills. • Provide consistently well-presented and maintained classroom environment. • Be responsive to individual student needs. • Use appropriate range of assessment techniques. • Record assessment data. • Use data to monitor individual and group progress. • Consistently follow relevant school policies and procedures. • Establish clear and effective classroom routines to ensure students are positively focused on their learning. • Reflect on students concerns and be approachable.
Design for Learning Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs. Identities, language and cultures	• Select teaching approaches, resources and learning and assessment activities based on a thorough knowledge of curriculum content and pedagogy • Design and plan approaches which reflect the bi-cultural partnership in Aotearoa New Zealand and local community • Design and plan approaches which demonstrate knowledge and understanding of social and cultural influences on learning • Be informed by national policies and priorities • Gather, analyse and use appropriate assessment	• Use a variety of strategies including e-learning to engage students and foster student agency over their learning. • Personalise and differentiate learning to suit different learning styles and levels. • Encourage students to involve family/whanau in their learning • Articulate high expectations for all students

	information, identifying progress and needs of learners to design clear next steps in learning	

Teaching Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.	• Plan and use an increasing repertoire of appropriate teaching strategies, approaches, learning activities, technologies, resources and assessments. • Demonstrate flexibility in a range of effective teaching techniques imparting subject content effectively. • Provide opportunities and support for learners to engage with, practice and apply learning to different contexts and make connections with prior learning. • Enable learners to collaborate and self-regulate their learning and develop agency • Modify teaching approaches to address the needs of individuals and groups of learners • Give regular and on-going feedback and assessment information to learners and support them to use this information to guide further learning • Enable learners to understand and recognize the unique status of tangata whenua in Aotearoa New Zealand	• Recognise different levels of ability and deliver curriculum as appropriate. • Contribute to the development of resources and use a wide range of resources. • Effectively use a wide range of pedagogical techniques. • Display awareness of students' cultural and individual learning needs through teaching style and resources used. • Has up to date knowledge of subject and subject pedagogy. • Ensure that planning and/or student work match the required curriculum specification. • Is able to write tasks that reflect curriculum and department objectives. • Demonstrate progress towards teaching objectives. • Show learning is occurring (and progressing) at appropriate curriculum level and toward the next. • Reflect on own teaching approaches and techniques and take action to improve/ develop.

Christchurch Girls' High School | *Te Kura o Hine Waiora*

This is the place where the waters nurture our girls in their education
Sapientia et veritas - Wisdom and Truth

OUR VALUES: **Manaakitanga** **Whanaungatanga** **Aroha** **Rangatiratanga**

VISION: **'Our vision is to empower and inspire the development of 21st Century lifelong learners by providing a passionate learning environment with diverse opportunities, experiences and authentic relationships to enable learners to flourish, celebrate achievement, contribute to our world and become tomorrow's inspired leaders today.'**

STRATEGIC GOALS:

STRATEGIC GOAL 1

To empower and inspire the development of 21st Century lifelong learners (TRANSFORMATIONAL LEADERSHIP CULTURE)

This means:

- The school is committed to the unique partnership with Ngai Tahu under Te Tiriti o Waitangi
- Transformational leadership in action
- School values are embodied in all leadership work and visible in behavior, interactions, structures and documentation.
- We enact the 21st Century learner framework

So that:
Our students and staff are equipped for the future and live our values and vision

We will measure this by:

- The Charter, strategic and annual plan, policies and procedures show visible and authentic lived values
- Staff, student and parent voice reflect transformational change
- There are diverse and visible leadership opportunities for staff and students

STRATEGIC GOAL 2

To create a passionate learning environment where learners have the power to act (ENGAGEMENT)

This means:

- Learner Agency – the power to act.
- Deep, authentic student engagement
- Student centred learning
- Excited, motivated, inspired teachers
- Collegiality and creativity
- Holistic understanding and aspiration for excellence for each student
- Inspiration from our history and tradition

So that:
Staff and students are passionate, engaged, lifelong learners with agency over their futures

We will measure this by:

- NZCER Me and My School survey at years 9 and 10
- Recruitment policies, procedures and documentation reflect these priorities
- Analysis of student attendance and staff retention statistics
- NCEA achievement years 11-13

STRATEGIC GOAL 3

To provide diverse learning opportunities and experiences that will empower and inspire learners (INNOVATION)

This means:

- Design for Learning (in the context of CGHS)
- Diversity and flexibility in how, when and where students learn.
- The development of different programmes of study.
- Student access to learning programmes.
- Real world opportunities and contexts.

So that:
Our staff are open to innovation so that our students see their learning as relevant to their lives, see possibilities, create solutions and contribute to our world

We will measure this by:

- Staff uptake of professional learning opportunities and voice
- Our vision, values and 21st century learner framework are reflected in our emerging curriculum and space design.
- A service component to the Girls' High student profile

STRATEGIC GOAL 4

To build (foster) authentic relationships through connection, understanding and trust and valuing culture, language and identity (WELLBEING AND BELONGING))

This means:

- Demonstrating our values in all our interactions
- Partnership with our Maori whanau
- Partnership with our Pasifika and other ethnic communities
- Cultural responsiveness and inclusion – knowing our learners
- Inspiring our students by modelling what is possible.
- Restorative and relational culture
- Working with collaboration and treating people with dignity, interest and care.
- Actively implementing dispositions for learning
- Giving back to society

So that:
Our staff and students are resilient, empathetic and flourishing

We will measure this by:

- NCER whanau, staff and student wellbeing survey
- Counselling trends analysis and reports
- The Matauraka Mahaanui Indicators Framework shows progression on the indicators
- Pastoral data around restorative processes, stand downs and suspensions
- Acland House Surveys

STRATEGIC GOAL 5

To build a culture of* organizational *renewal and transformation through rigorous reflection and self-review (CRITICAL REFLECTION)

This means:

- The school has a documented and approved strategic plan that identifies the school's vision, values, strategic goals and critical success factors for effective performance.
- Every strategic goal in the SP has an annual performance plan that sets targets for the key activities and achievement objectives for the year.
- The school annually reviews all portfolio areas within the 'school effectiveness' cycle.
- A comprehensive analysis of variance is undertaken on the school's strategic goals and annual strategic priorities.
- The school analyses the success and achievement of students across the school.
- The BOT regularly reviews and evaluates its governance roles and responsibilities.

So that:
We know who we are, as a school, whether we are making a difference for our students and staff and where we are going for the future

We will measure this by:

- STEADA self -review for every Faculty Term 1 (achievement and engagement analysis leading to change)
- Principal appraisal outcomes 2020
- ERO report 2020
- We meet the targets set in the Annual Plan

ANNUAL PLAN 2020:

STRATEGIC GOAL 1

To empower and inspire the development of 21st Century lifelong learners (TRANSFORMATIONAL LEADERSHIP CULTURE)

People own the vision and values

- The new vision has embedded in it the unique partnership with Ngai Tahu under Te Tiriti o Waitangi
- Co-construct a new vision, values and strategic direction which is transformational with staff, students and whanau
- Make the new vision and values visible and alive in the school
- Change structures and systems to encourage leadership, agency and adventurous initiatives
- The Education Brief is completed as a transformational blueprint for the future

Student Leadership

- Develop diverse student leadership opportunities
- Co-construct a student graduate profile

Staff Leadership

- A co-constructed CGHS teacher profile develops diversity and 21C capabilities
- Actively recruit of Maori and Pasifika staff to reflect our student diversity
- Professional development programmes enhance leadership across the school

Resourcing

- Authentic partnership with manawhenua informs Education Brief and master planning
- Master planning reflects the vision and strategic plan
- Annual budgeting reflects the strategic vision

STRATEGIC GOAL 2

To create a passionate learning environment where learners have the power to act (ENGAGEMENT)

Staff learning culture

- Build trust and collaboration by co-constructing vision and professional development learning with staff
- Attestation and professional learning systems are aspirational and aligned to the strategic vision.
- All staff are digitally upskilled so pedagogy is engaging for students

Student learning culture

- Student voice is gathered, valued by staff and informs curriculum change
- Equity of access to devices and technology is addressed and a priority
- Developing an holistic understanding of achievement and excellence in our students is prioritised
- Students are involved in assessing their own progress
- Investigate Student led learning conferences with ako teacher and whanau
- A rich co-curricular programme supports student engagement and achievement

Infrastructure

- A furniture renewal plan is developed, resourced and implemented to create more engaging learning spaces
- Masterplanning enhances the external environment for learning and wellbeing

STRATEGIC GOAL 3

To provide diverse learning opportunities and experiences that will empower and inspire learners (INNOVATION)

Design for Learning

- Investigate and understand the different models for new curriculum design
- Curriculum design team are resourced to research and lead staff development of a collaborative and innovative curriculum model for year 9 2021 with volunteer faculties
- Encourage and expose staff to opportunities to see learning and design in other schools
- New innovation budget creates opportunities for collaboration for our staff
- Deepen student passion for learning by high impact practices

Develop new partnerships for curriculum delivery

- Open discussions with CBHS around shared curriculum delivery at senior levels
- Explore community and industry options which maximise our inner city location
- Explore innovative delivery possibilities with ARA and UC

Develop new learning infrastructure

- Review times of the day, learning session times and timetable structures to enable innovative and collaborative teaching and learning
- Review reporting to students and parents so that we are delivering 24/7 real time accessible and personalized quality information

STRATEGIC GOAL 4

To build (foster) authentic relationships through connection, understanding and trust (WELLBEING)

Ensure that the school is a culturally responsive organisation

- Continue to build relationship with Ngai Tahu
- Ensure that Maori cultural knowledge, responsiveness and capability is grown among all staff
- Whanau meetings continue and whanau focus group is established
- Ensure that Pasifika cultural knowledge, responsiveness and capability is grown among all staff
- Pasifika fono meetings are introduced and a Pasifika focus group is established
- Develop connections, relationships and cultural understanding with our Muslim community
- International students are valued and their needs are met
- Culture, identity and language is reflected in curriculum and protocols

School culture

- Increase opportunities for celebration, appreciation and community building (whanaungatanga) within the school
- Increase engagement opportunities with parents, whanau and PTA
- Increase engagement opportunities with Old Girls

A relational culture underpins all relationship and behaviour management approaches

- A restorative culture is introduced and implemented.
- All related policies and procedures are reviewed and aligned to the relational approach
- Staff, students and whanau understand and are informed about restorative philosophy and processes
- Key staff receive intensive conference facilitator training
- Budget is prioritised for this

Staff and student wellbeing is enhanced

- Ako time is further developed and staff are equipped to deliver a quality wellbeing programme with and for students
- A staff professional wellbeing plan is co-constructed with staff

STRATEGIC GOAL 5

To build a culture of organizational renewal and transformation through rigorous reflection and self-review (CRITICAL REFLECTION)

Emergent review

- Significant staff, student and whanau voice continues to be gathered for the new vision and strategic plan
- Curriculum change and redesign is developed informed by the completed Education Brief and the new strategic plan

Governance review

- Policies and procedures processes are reviewed and a new responsibility and timeline established
- A new Charter and strategic plan is adopted
- Education Brief is submitted successfully to the MOE

Management review

- Annual plan is completed to reflect new vision
- Principal monthly reporting to Board is reviewed and aligned to strategic and annual plan
- Staffing resourcing and appointment documentation is reviewed
- All job descriptions are reviewed and updated to align with vision
- SLT portfolios are reviewed and are designed to align with vision
- Review faculty self-review process