

April 2024



**Beckenham
Te Kura o Pūroto**

Tēnā koe

Thank you for expressing your interest in applying for our Fixed Term Teaching Position at Beckenham Te Kura o Pūroto, starting 17 June 2024 and ending 17 December 2024.

This Fixed Term Position releases teachers for their designated release time and to support the teaching of Literacy and Mathematics in the Year 3 and 4 team.

Teachers who are employed at Beckenham Te Kura o Pūroto are encouraged to develop their skills across a range of levels whilst working here. This means that we appoint the best teachers and growing leaders to the school, and then work to fit them into the area of the school where they can make the most impact and contribute best to a team, at any particular time. Saying that, this position will be in the Year 3 and 4 Team.

We are looking for highly skilled and competent teacher.

This package contains the following information

- Application Instructions page 2
- School Description page 3
- Person specification Page 4
- Job Description page 5

The following also needs to be downloaded from the school website and completed:

- Teaching Position Application Form

If you have any questions regarding this position, please contact me at Beckenham Te Kura o Pūroto.

e: appointments@beckenham.school.nz

Ngā mihi

Jo Smith
Acting Principal/Tumuaki

*Filling our kete for the journey!
Whakarite ngā kete mō te haerenga!*

71 Sandwich Rd, Christchurch 8023
Phone (03) 337 1404
Email office@beckenham.school.nz
www.beckenham.school.nz

Application Instructions

If you are interested in applying for this position, please email (as PDF files) your application, (which needs to include the following **THREE DOCUMENTS**) to arrive no later than **9am on Friday 3 May 2024**:

- Letter of application
- Curriculum Vitae
- Completed Teaching Position Application Form

by email to: appointments@beckenham.school.nz

Timeline for Appointment Process

Applications in Gazette Online: Thursday 18 April

Applications close and must be received by: Friday 3 May, 9am

The tentative time frame for the rest of the process is as follows:

Interviews 13-17 May

Appointment process likely to be completed: Friday 24 May

BECKENHAM TE KURA O PŪROTO – Description

Beckenham Te Kura o Pūroto is a U6, state, co-educational, full primary school. It is located in the southern suburbs of Christchurch.

The Beckenham Te Kura o Pūroto roll for 2023 opened at around 467 and is expected to reach a maximum of about 520 by the end of this year. Our Leadership Team includes the Principal, two Deputy Principals, and five Team Leaders (who each have full responsibility for teaching). Children learn in multi-level (two-three year groups) learning hubs throughout the school. Our staff is made up of over 20 teachers, several part-time teachers and teacher aides, a library assistant, office manager, finance administrator, PA to the leadership Team, and a caretaker. The staff are highly competent, dynamic and very professional. They support one another and enjoy working together. Inclusion, collaboration, leadership and learner agency are strong features of the school culture. The school hosts an attached satellite class of Ferndale School for moderately disabled children.

As a result of the Canterbury earthquakes and a fire in our library in 2012, the school was identified as needing significant rebuilding. The building programme began in Term 4 2016 and was finished early in 2018. In 2021 an additional double classroom block was added. During 2017, we were gifted a te reo Māori name for the school by Ngāi Tahu which has been incorporated into the existing name. As of 1 January 2018, the school name changed from Beckenham School to Beckenham Te Kura o Pūroto (the school of the ponds). The school is part of the Te Mana Rāupō Kāhui Āko.

We have developed learning environments that are flexible, student-centred, and that support a wide range of learning opportunities. These spaces are not single-cell classrooms. They are spaces where teachers and learners work collaboratively to design and implement quality teaching and learning. For the last six years, our staff have been working towards building collaborative and flexible teaching partnerships and these are now a given for teaching here.

In 2014 and 2015 our staff, Board and community reviewed the vision of the school as we grappled with the opportunities that change offered us. We clarified our shared understanding of what we value and believe about teaching and learning at Beckenham Te Kura o Pūroto, and what this needs to then look like in practice for everyone involved. During 2017 and 2018 we developed our understanding and practice in delivering a conceptual curriculum, incorporating deep, inquiry-based learning. In 2019 we began the journey of PB4L. In 2020 we embraced the Science of Reading and have developed a Structured Literacy approach to teaching reading and writing that is used throughout the school. In 2021 we began Professional Development for all staff to better understand Trauma-Informed practice. In 2022 and 2023 we have been undertaking PLD in Mathematics teaching, and in delivering ANZHistories Curriculum.

We have an independently run out-of-school-care programme (BOSCO) operating on-site from 7.30 - 8.30 am and 3:00 – 6:00 pm each day. They also operate a holiday programme for 10 weeks of the year. These programmes are valued by, and important to, many of our school families.

The school is fortunate to be located adjacent to Beckenham Park and the seamless merging of the two sites gives a very extensive play environment for the children.

Approximately 15% of the school's population is Māori, and there is strong support for school te reo Māori and tikanga Māori programmes from within our community. Over 40 different nationalities are represented at our school. The school is well known for its inclusive practices and willingness to support each learner as a unique and valued individual. A strong learning-support programme assists children with learning, behavioural, social and/or emotional challenges. There is a very positive and caring tone in the playground and learning spaces. We believe in a restorative approach to conflict resolution and continue to develop our understanding of this practice so that it underpins the way everyone responds to interpersonal differences. The school enjoys a positive reputation within the local community and staff and Board members are actively engaged in a variety of education networks in Christchurch.

A significant feature of the school is the active parent and whānau participation in, and support of, all aspects of school life including learning assistance, attendance at functions, and fundraising activities for the provision of further facilities. Our PTA and Board of Trustees are visible and engaged in the life of the school, ensuring that staff, students and families are well supported.

Person Specification – Teacher at Beckenham Te Kura o Pūroto

Applicants need to deliberately address this set of specifications when completing the application form, demonstrating both understanding and evidence of success in each area.

Below are the skills and dispositions required for these positions.

- **Desire to work in a collaborative teaching and learning environment (rather than a single cell classroom) and successful experience in collaboration**
- **Strong interpersonal skills, underpinned by integrity, respect, openness and honesty**, that enable them to:
 - build and maintain **positive and professional relationships** with all BOT members, staff, students, whānau and external agencies, through effective and timely communication
 - have **empathy**, understanding and a sense of humour that supports positive relationships
 - work **collaboratively in an environment of change**, being open to new ideas and pedagogical practice founded in evidence and research
 - **use restorative practices** to promote and develop positive social behaviours
- **Personal skills, experience and aptitude** that enables them to:
 - demonstrate **commitment to the profession**, being an exemplary role model and motivate others to excel
 - bring a **growth mindset** to all challenges and contribute to a high-functioning and collaborative team that is **solutions focused**, being open to sharing learning practice with others, learning from and with colleagues
 - be a **self-manager** - take responsibility for his/her actions, manage time effectively to meet deadlines and be proactive in responding to uncertainty
 - **reflect** on practice to effect continuous improvement
- **Pedagogical knowledge and experience needed to deliver quality learning outcomes through:**
 - **effective teaching practice** that supports **all** learners to be successful
 - **culturally inclusive** and **differentiated** teaching practice that is sensitive to the unique needs of students with behavioural and/or learning needs
 - use of **'teaching as inquiry'** to focus and refine the impact of their teaching on improving student learning
 - regular **analysis of student achievement data** to inform teaching and learning programmes
- **Excellent ICT skills** with the disposition and desire to use **e-learning** that will promote ubiquity, agency and connectedness to:
 - **increase student engagement** in deep learning
 - enable students to **make connections and explore new learning possibilities**, both local and global
 - maintain **professional connectedness** for continuous pedagogical growth and development (e.g. PLG)
- **Commitment to being a life-long learner** with aspirations to further their professional career
- **Competence and confidence in using Te Reo Māori** in everyday interactions and willingness to support the school with growing your own, staff and student capability in Te Reo and Te Ao Māori.

2024 JOB DESCRIPTION - Teacher Beckenham Te Kura o Pūroto

The following job description is based on the relevant professional standards contained in the current Primary Teachers, Deputy Principals, Assistant Principals and other Unitholders Collective Employment Contract. It will contribute to performance review and is an adjunct to the management unit duties and responsibilities which will be negotiated with the successful applicant.

TEACHING ~ To take full responsibility for teaching a group of learners within a collaborative teaching team	
Key Objectives	Expected results/outcomes
1.1 Contribute to a collaborative teaching team in order to effectively carry out objectives 1.2-1.7	Highly functioning team that has shared understandings, practices and communication to ensure optimum student outcomes
1.2 Use school assessment practices and processes to identify and monitor students' learning needs, progress and achievement	Learning Hub Description, term evaluations, pupil records and profiles, Learning Support & G&T Register, and other required documentation is kept up to date in line with the school's Assessment & Reporting Schedule Next-step learning identified and documented with students Achievement of next-steps is identified and documented with students
1.3 Design, plan and teach to the identified needs of students, in line with the School and NZ Curriculum	Long term plans, unit/topic plans. Learning objectives - learning intentions consistent with identified needs and curriculum statements;
1.4 Evaluate planning and teaching, identifying next steps for teaching and learning	Unit/topic evaluations, checklists, cumulative pupil records, term evaluations
1.5 Create an inclusive learning environment which recognises, celebrates and supports, through differentiated teaching programmes, the individual differences of the children	Pupils learn and make progress at their own level and rate, Flexible grouping within the learning space is based on needs Regular and specific feedback is provided Children receive the necessary individualised supports and scaffolds to empower them to reach their potential in their learning
1.6 Use the Teaching as Inquiry cycle to focus and improve outcomes for students	Pupils work towards mastery of concepts/skills and apply prior learning to new contexts Teacher is highly focused on how practice impacts on student achievement as a result of completed and documented Teaching as Inquiry cycles
1.7 Communicate in a timely manner with parents/caregivers regarding children's progress, achievement, behavioural, social and emotional needs, identifying next step learning and ways that whānau and school can work in partnership	Parents are fully informed and responded to regarding their questions and concerns. Teacher is available for discussions and meetings with parents as required to support next steps. Quality documentation of interactions is maintained and shared as required. Produce regular Team newsletters - weekly or fortnightly

LEARNING ENVIRONMENT CULTURE ~ To develop a culture where children feel safe, and where they are encouraged, respected and challenged.	
Key Objectives	Expected results/outcomes
2.1 Develop an environment where children feel safe, relaxed and committed to learning	Children enjoy learning, take risks with new concepts/skills, increasingly accept ownership for learning
2.2 Ensure tasks are within the capabilities of children, providing differentiation and scaffolding as required to support different children's needs and utilising the strengths of the teachers working collaboratively in the learning hub	All children experience success, flexible group arrangements, and differentiation for individual needs as appropriate.

2.3 Maintain a strengths based environment founded on success, praise and positive encouragement	Children are encouraged and motivated to do their best. Children help and learn from each other Children see themselves as successful learners
2.4 Ensure that the learning space is an inviting, orderly place where equipment and resources are well managed and accessible	A stimulating, constantly evolving learning space is created Children initiate some of their own learning activities Children have voice in the organisation and construction of their learning Children take care of furniture and equipment Children's work is displayed and changed regularly
2.5 To promote our school values as a vehicle to developing positive relationships, where we support children to resolve conflict through a restorative process.	Effective positive relationships are valued by all Restorative practice is the default strategy used for conflict resolution Distractions and disruptions are minimal Disputes are resolved quickly and effectively using restorative practice Staff will support children to positively manage their behaviour, help children resolve playground conflicts using appropriate restorative strategies and will act fairly

SCHOOL CULTURE ~ To share responsibility for maintaining a healthy school culture and for promoting the school's professional standing in the community.	
Key Objectives	Expected results/outcomes
3.1 Meet professional expectations of the school and positively support and promote the school within and outside the school	Staff operate in a professional work environment based on mutual respect and trust A smooth running school; policies are implemented; Community perception of Beckenham School is enhanced and consistently promoted in a positive way
3.2 Promote the aim of the school's mission statement and vision at all times	Our vision and values underpin all of our work and interactions Visitors feel welcome, parent's input is acknowledged and valued, staff participate and support school events
3.3 Use professional, timely and important conversations to communicate with colleagues, parents and the wider community.	Staff are solution-focused and strengths based Staff operate in a professional work environment based on mutual respect and trust

PERSONAL PROFESSIONAL LEARNING ~ To demonstrate a commitment to on-going personal professional growth.	
Key Objectives	Expected results/outcomes
4.1 Participate in and fully contribute to individual, team, school-based and external professional learning programmes	Learning teams function collaboratively and in-step with school-wide focuses and procedures. Individuals and teams are reflective and constantly seeking to ensure practice and programmes promote quality teaching and learning
4.2 Participate fully in both the Appraisal, and Teaching as Inquiry processes, and commit to working on own next step learning as a professional	Personal professional goals are set and met New learning opportunities in areas of identified need and/or interest are actively sought and utilised, Evidence of professional learning, Teaching as Inquiry, and reflective practice are documented

4.3 Keep up-to-date professionally, transferring new learning into teaching practice and contributing to team and school-wide developments	Robust and evidence based practice is evident and a range of best-practice strategies are available to be utilised in teaching repertoire.
4.4 Meet all the requirements of the New Zealand Practising Teacher Criteria and Tataiako competencies.	A high level of teacher competency is maintained Culturally responsive teaching and learning is evident

Remember to complete and return three documents:

- ***the completed application form***
- ***a letter of application***
- ***your C.V.***

We look forward to hearing from you.