



## APPLICATION AND APPOINTMENT PROCEDURE

### Acting Deputy Principal, Dynamic Curriculum

Full-time, long-term relieving position 22 July 2019 to 25 October 2019,  
with a Higher Duties Allowance

Rangiora High School is an equal opportunities employer. Applications will be considered on merit regardless of disability, handicap, marital or parental status, race, religion, gender or sexual orientation. Rangiora High School is an innovative and inclusive decile 9 co-ed school of 1700 students, just 30 minutes from Christchurch. We are committed to restorative practices and cultural relations for responsive pedagogy. We are seeking innovative practitioners who have student agency and voice firmly at the heart of their practice. We have redesigned our Year 9 and 10 curriculum as a flexible, connected model. This is primarily taught in innovative learning environments. Applicants must be passionate about improving student engagement and achievement, have a clear focus on learning, be able to see the “big picture” across all learning areas, and be willing to commit to co-curricular and extra-curricular activities.

#### 1. Closing date

- Applications for this position close at 12 noon on Monday 6 May 2019.

#### 2. Method of Application

- Applications are only accepted electronically through the NZSTA School Jobs Career Centre website <https://schooljobs.careercentre.net.nz>.
- Applicants may enclose additional curriculum vitae and other supporting material.
- A covering letter should be addressed to the Principal, Ms Karen Stewart.
- Application material will not be returned once the appointment has been made.

#### 3. Referees

- Applicants are asked to provide the names and addresses of three people who may be contacted to act as Referees.

#### 4. Shortlisting and Interview

- Short-listing and interviewing of applicants will occur in the week after applications close.
- Applicants invited to an interview for this position will have their travel costs reimbursed where necessary.
- Applicants wishing to bring whānau or other support to the interview may do so at their own expense and should contact Mrs Faye Wallcroft, PA to the Principal, at [wlf@rangiorahigh.school.nz](mailto:wlf@rangiorahigh.school.nz) in advance so that suitable arrangements can be made.

#### 5. Commencement of duties

- The appointee will be expected to commence duties on Monday 22 July 2019.

## **6. Tenure**

- This is a full-time long-term relieving (fixed term) position from 22 July 2019 to 25 October 2019, covering for a permanent staff member who is on study leave for the whole of Term 3 and refreshment leave for the first two weeks of Term 4.
- The appointee will be offered an employment agreement with the Board of Trustees. The appointee will be asked if they wish to become a party to the Secondary Teachers' Collective Agreement or to be employed on an Individual Employment Agreement (which reflects the terms of the collective agreement).

## **7. Salary**

- The salary offered will be in accordance with the Secondary Teachers Collective Agreement as assessed by the Salary Assessment Unit of the Ministry of Education and as appropriate to the appointee's qualifications, training and experience.
- This position will attract a Higher Duties Allowance.

## **8. Professional Learning and Development**

- All teachers new to the school will take part in an induction programme and will be provided with advice and guidance through the school's professional learning and development programme.

## **9. General**

- The school's Charter is available [here](#) on the school's website: [www.rangiorahigh.school.nz](http://www.rangiorahigh.school.nz)
- All staff are expected to be familiar with, and comply with, the Teaching Council of Aotearoa New Zealand's 'Code of Professional Responsibility and Standards for the Teaching Profession' available [here](#).

For further information or clarification, applicants are welcome to contact Mr Chris Quigley, Deputy Principal, on 03 3118888 or [qgc@rangiorahigh.school.nz](mailto:qgc@rangiorahigh.school.nz)

# Rangiora High School



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North Canterbury, New Zealand  
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rangiorahigh.school.nz

## POSITION DESCRIPTION

Rangiora High School is committed to the principles of the Treaty of Waitangi and the Ministry of Education priorities and strategic intention.

The Acting Deputy Principal is responsible to the Principal and has the primary responsibility for the portfolio of 'Dynamic Curriculum'. The primary goal of this portfolio is to further develop a dynamic, relevant and responsive curriculum to create an engaging school for all students. The Acting Deputy Principal – Dynamic Curriculum is a key member of the school's Strategic Leadership Team (SLT).

### **Mission**

Rangiora High School will be a centre of learning excellence that supports and prepares every learner to connect with and contribute to our global community. Students are at the centre of our work and we are committed to ensure every student has a meaningful and relevant learning journey where they experience success and gain achievement to effectively transition to further learning and training.

### **Vision**

Our vision is to create for students at Rangiora High School, inclusive, equitable and relevant learning opportunities with clear pathways that meet the aspirations of our community and which empowers every student towards life-long learning.

This vision will be achieved through the implementation of a dynamic curriculum using innovative teaching and learning within an enriched environment and by empowering and supporting each learner to achieve personal excellence. The school will also engage the community in partnerships for learning and in the life of the school to enable our learners to be actively connected, culturally aware and caring citizens.

At the heart of our vision and at the centre of our work are students studying at secondary school and we want the best for them. We want to see them profoundly engaged in learning and through this engagement to have them experience success and gain achievement in qualifications so that they can effectively transition to further learning and training.

To achieve our vision the school must continuously improve to ensure our purpose matches our practice. We have a commitment to implement and maintain a culture of rigorous critical reflection and self-review that will contribute effectively to sustaining the school's positive performance and continuous improvement. This will involve building a culture of organisational renewal and transformation.

Aspire - Wawatahia

Respect - Whakautea

Contribute - Tohaina

## Values

Our work at Rangiora High School will be guided and informed by our beliefs and commitment to:

- Aspire (Wawatahia): Aspiring to achieve your best.
- Respect (Whakautea): Respect yourself, others and the environment.
- Contribute (Tohaina): Actively contribute to the community.

Rangiora's values are also underpinned by the core Māori values of whanaungatanga (relationships), turangawaewae (a place to stand) and rangatiratanga (self determination).

## Key School Objectives

1. To create Rangiora High School as an engaging school for every student.
2. To design a curriculum that is responsive to students who are experiencing learning barriers and that effectively promotes their re-engagement, progress and achievement.
3. To establish flexible infrastructures that remove barriers to engagement for students.
4. To provide a coherent curriculum for students based on whole programmes of learning.
5. To enable learning that is student focused and centred in their world, profoundly personalised inclusive and promotes hauora.
6. To give students relevant choices and pathways and inspire their successful transition through secondary schooling on to further education and employment.
7. To promote students' learning so that they can become "confident, connected, actively involved, lifelong learners".
8. To combine flexibility in delivery with accountability in results.

## Primary Expectation

The primary expectation for the Acting Deputy Principal: Dynamic Curriculum is 'to develop and implement a dynamic, relevant and responsive curriculum to create an engaging school for all students'.

## Functional Relationships

The Deputy Principal: Dynamic Curriculum has functional relationships with the following:

- Principal
- Senior Leadership Team
- Board of Trustees
- Staff
- Students
- Parents, caregivers and whanau
- Community.

## Leadership Focus

The Acting Deputy Principal: Dynamic Curriculum will play a major role in further developing and implementing a dynamic, relevant and responsive curriculum to create an engaging school. They will have an in-depth knowledge of *The New Zealand Curriculum* as well as current research into best and next practice in curriculum design and its practical application, leading to successfully engaged students at secondary school.

The Acting Deputy Principal – Dynamic Curriculum will have the passion and commitment, together with the strategic and interpersonal skills to implement the following characteristics that underpin engaging schools:

- Create organizational and physical structures that are designed to build a culture of collaboratively-designed pedagogy involving teachers and students.
- Do it through creating shared norms and through collective responsibility for each other's learning.
- Use every opportunity to make practice open, visible, shared, and the subject of creative reflection.
- Experiment with new design features with the specific purpose of exciting and stimulating staff around their own learning.
- Reduce teacher isolation.
- Make teaching an intellectual and creative pursuit that will stretch and excite teachers with a passion for changing students' lives together.

### **Leadership Qualities**

The Acting Deputy Principal – Dynamic Curriculum will possess and demonstrate the following key leadership qualities.

- The ability to demonstrate and communicate a shared vision on developing an engaging school.
- The capacity to focus on exciting long-term possibilities and share these with others such that they 'catch' this excitement and want to contribute.
- The capacity to think laterally, to love innovation, enjoy calculated risk, find new ways of solving problems, and to see and present alternative ways forward.
- Put complicated concepts into language that others can make sense of, can see and set priorities and work towards these with determination and rigour.
- Be energised by their work, naturally curious, and love learning.
- Adept at building relationships with others, in one-to-one, group, and team situations.
- Trust others with responsibility, to delegate appropriately and to celebrate the growth and success of others.
- A person of honesty and integrity who can articulate clear values and then demonstrate them.
- Treating colleagues with dignity and respect, and being clear about the integrity which has to exist between values, future goals, structures, and day-to-day behaviour.

### **Key Outcomes**

The Acting Deputy Principal - Dynamic Curriculum will be responsible for the following key outcomes described in the school's charter as critical success factors:

- a) Leading curriculum design implementation to ensure student engagement in learning.
- b) Collaborative developing and implementing innovative programmes based on effective programme design and curriculum models that are responsive to the diverse learning needs of students across the school and which create effective learning pathways and improve engagement.
- c) Applying current thinking and research into best and next practice in student learning to inform curriculum design and implementation.
- d) An analysis of programmes of learning to evaluate their performance in providing effective and meaningful learning opportunities for students.

- e) Developing and leading innovative NCEA assessment practices integrated with teaching and learning.
- f) Collaborative developing and implementing curriculum timetable structures that meets the curriculum design of programmes of learning.
- g) The building of collaborative trustful relationships to empower people to think and do things differently, and to develop a ‘can do’ attitude where anything is possible.

### **Key Activities**

The Acting Deputy Principal – Dynamic Curriculum has responsibilities and accountabilities across the following key activities. These key activities describe the major operational functions required to implement, maintain and grow a dynamic, relevant and responsive curriculum to create an engaging school for all students.

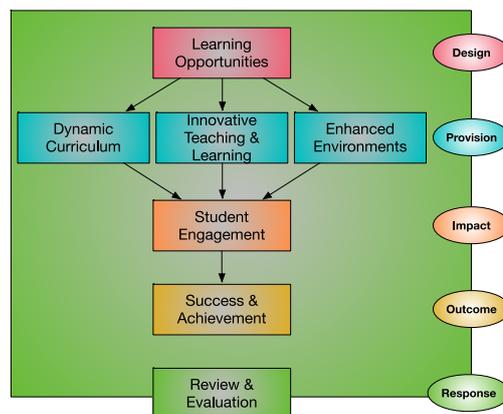
- **Curriculum Design:** To develop curriculum design and review as a continuous, cyclic process. This involves making decisions about how to give effect to the national curriculum in ways that best address the particular needs, interests, and circumstances of the school’s students and community.
- **Innovative Learning Practice (ILP):** To adapt educational systems to be more effective in preparing students of the knowledge society who are able to be creative, face changes, manage and analyse information and work with knowledge. Innovative Learning Practice addresses the research ‘that learning is most powerful when it is learner centred, structured and well designed, profoundly personalized, inclusive and social.
- **Choices & Pathways:** Developing and implementing programme innovations to give students relevant choices and pathways and inspire their successful transition through secondary schooling on to further education and employment
- **Assessment:** To foster innovation and best practice in curriculum and assessment with all teachers by developing and leading innovative NCEA assessment practices integrated with teaching and learning.
- **Heads of Faculty (HoF):** To provide leadership in relation to curriculum with specific focus on assessment, curriculum design and innovative learning practice.
- **Curriculum Timetable:** To develop and implement curriculum timetable structures that meet the curriculum design of programmes of learning.
- **Student Voice:** Using student, whanau and teacher voice to improve student learning: actively seeking student, whanau and teacher perspectives and aspirations to improve student engagement, as well as to inform programme responsiveness and improvement across the school.
- **Integrating strategic planning, review and reporting** to demonstrate effectiveness within the learning opportunities portfolio in order to improve the performance of the school.

### **Strategic Leadership Team (SLT)**

Each strategic goal of the charter is developed as an independent portfolio. There are seven portfolios in total. Each portfolio has a clearly identified senior leader who has the responsibility and delegated authority to act in their assigned portfolio. All of these portfolios do not work in isolation and strong connections and collaborations are required for effective implementation. This strategic collaborative work will be the responsibility of the Strategic Leadership Team (SLT). As senior leaders they are empowered to enact the schools vision through the strategic goals.

## Organisational Relationships Between Portfolios

An organizational relationship has been developed between the portfolios and this is shown on the portfolio organizational diagram. There is a strong relationship based on implementation and effective provision between the portfolios of Dynamic Curriculum, Innovative Teaching & Learning, and Enhanced Environments and strong working relationships and collaboration between the leaders of these portfolios is essential.



## The Importance of Leadership Across the SLT

Leadership is essential to direct change and to sustain it, and to ensure that learning remains at the centre of innovation at Rangiora High School. That requires vision, but also design and strategy to implement it. Professional development is critical to acquire the expertise to contribute to learning leadership, orchestrate teaching and learning activities, shape content and learning resources, so that leaders become confident formative evaluators and researchers to develop Rangiora High School as an engaging school. Learners themselves can and should importantly shape content and direction.

Information about the learning taking place should be constantly fed back to the different stakeholders, and into revised strategies for learning and further innovation. Richness of information about learning strategies, students, and learning outcomes quickly becomes overload unless that information is converted into meaningful evaluative knowledge that can be acted upon by the learning leadership and others.

## Declaration

I accept this position description.

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

## **PERSON DESCRIPTION**

### **Personal Qualities**

The person appointed to this position will:

- show a commitment to our school's values: Aspire/Wawatahia, Respect/Whakautea, Contribute/Tohaina.
- show a commitment to our school's vision to be a caring, community-based environment inspiring life-long learning.
- show a commitment to the school's ethos of students at the centre.
- show a commitment to positive student relationships.
- show a commitment to the vision, values and principles of the New Zealand Curriculum.

### **Qualifications**

The person appointed to this position will:

- hold a relevant tertiary qualification.
- be trained as a teacher and be registered with the Teaching Council of Aotearoa New Zealand (or have applied for such registration).
- hold a current practising certificate from the Teaching Council of Aotearoa New Zealand.

### **Knowledge and Understanding**

The person appointed to this position will:

- have a knowledge and understanding of the New Zealand Curriculum.
- have knowledge, understanding and experience of current assessment practices in NCEA and in the junior school.
- be up-to-date with new educational developments particularly as they apply to the New Zealand Curriculum and the National Qualifications Framework.
- be able to show an interest in, and an understanding of, wider educational issues.
- be familiar with, and comply with, the Code of Professional Responsibility and Standards for the Teaching Profession.

### **Skills**

The person appointed to this position will:

- have excellent oral and written communication skills.
- be a strategic planner and thinker.
- relate effectively to parents, whānau and caregivers.
- establish priorities, define tasks and see them through to completion.
- have the ability to effectively manage curriculum resources and practical equipment.
- have the required ICT skills.

### **Equity**

The person appointed to this position will:

- demonstrate a commitment to the intent and spirit of the Treaty of Waitangi.
- demonstrate a commitment to culturally responsive behaviour.
- demonstrate a commitment to the needs of all genders.
- demonstrate a commitment to the inclusion of students with physical and intellectual difference.
- be able to work confidently and fairly with all staff, students, parents, whānau and caregivers.