**Dunedin Catholic Schools Kahui Ako**

**Strengthened by Faith United for Excellence & Equity**

**Application/Expression of Interest: Community of Learning teacher (across Community) role**

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| Name | MoE # |
| Employing board | Teacher Registration# |

***Educational qualifications relevant to role***

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| Please state any qualifications that relate to the position: |

***Employment history***

Please outline most recent employment history, beginning with current or latest employment.

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| **Period worked** | **Employer’s name** | **Position held** |
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***Referees***

Please provide the names of three people who could act as referees for your suitability for the across Community role.

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| **Name** | **Contact details**  **(organisation and address)** | **Phone** | **Relationship** |
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## Authority to approach other referees

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| I authorise the selection panel, or nominated representative, to approach persons other than the referees whose names I have supplied, to gather information related to my suitability for appointment to the Community role | Yes | No |
| I authorise the selection panel to make my application information available to the leadership role and independent adviser to assess my application against the Community national and local criteria | Yes | No |

***National and Local Criteria***

The position you have applied for requires specific knowledge, experience and skills. Please outline below how you possess the requisite experience and skills.

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| **Focus Area** | **Broad Standards** | **National Criteria – Applicant demonstrates successful practice and understanding of:** |
| **Bicultural knowledge and practice** | Leads the development of expertise across the Community in teaching in bicultural and/or bilingual Aotearoa New Zealand, consistent with the Treaty of Waitangi, to support improved1 outcomes for Māori students. | * Implications and applications of the Treaty of Waitangi in New Zealand educational settings. * Māori enjoying and achieving educational success as Māori. * Working collaboratively on bicultural initiatives. |
| **How have you demonstrated this in past roles? Include related roles and relevant experience.** | | |
| **Planning for success** | Leads and works with colleagues to plan, implement and coordinate evidence-based cycles of inquiry that lead to improved[[1]](#endnote-1) outcomes for diverse (all) learners within the school and across schools within the context of the Community’s goals. | * Negotiating across a range of views on development of collaborative plans and evidence-based cycles of teacher inquiry that have resulted in improved1 outcomes for diverse (all) learners. |
| **How have you demonstrated this in past roles? Include related roles and relevant experience.** | | |
| **Effective teaching and learning** | Leads and works with colleagues within and across schools to develop expertise consistent with current and relevant research evidence that strengthens teaching to support the learning and achievement of every student in ways that recognise their identity, language and culture. | * Leading change with colleagues using current and relevant research evidence to support every student to learn and achieve in ways that recognise their identity, language and culture. |
| **How have you demonstrated this in past roles? Include related roles and relevant experience.** | | |
| **Focus Area** | **Broad Standards** | **National Criteria – Applicant demonstrates successful practice and understanding of:** |
| **Professional learning** | Works responsively with colleagues within the school and across the Community to identify professional learning strengths and needs using a range of evidence and works collaboratively to develop their capabilities to improve1 teaching and learning outcomes for diverse (all) learners[[2]](#endnote-2) within the context of the Community’s goals. | * Using a range of evidence to identify professional learning strengths and needs and to monitor progress towards goals. * Facilitating collaborative professional learning approaches that improve outcomes for diverse (all) learners. |
| **How have you demonstrated this in past roles? Include related roles and relevant experience.** | | |

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| **Domain: Professional Relationships, Values and Engagement – Mahi Tahi** | | | |
| **Focus Area** | **Broad Standards** | **National Criteria – demonstrated by successful practice and understanding of:** | **How have you demonstrated this in past roles?**  **Please include related roles and relevant experience** |
| **Values** | Is open-minded, respects and values the culture, knowledge and expertise of others, shows a willingness to learn and understands their own agency in promoting teaching and learning for all. | * Respecting and valuing the culture, knowledge and expertise of others. * Taking agency for own professional development to improve teaching and learning. | *‘* |
| **Relationships** | Demonstrates openness to learning and constructive problem-solving to build and maintain relationships of challenge, trust and respect within and across the Community and its home/iwi communities, and beyond the Community. | * Being open to collaborative learning and constructive problem-solving. * Building and maintaining relationships of challenge, trust and respect. |  |
| **Engagement** | Activates and develops educationally powerful connections towards shared goals across the Community and its communities, and beyond the Community. | * Leading and sustaining educationally powerful connections within the school and across the Community and its communities to develop and realise shared goals that lead to improved student outcomes. |  |

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| **Local Criteria of the Community** | |
| **Applicant demonstrates successful practice and**  **understanding of:** | **How have you demonstrated this in past roles?**  **Please include related roles and relevant experience** |
| Provide leadership that ensures the authentic Catholic identify of the Community schools is safeguarded and strengthened.  ] |  |
| Able to analyse and interpret and use assessment data to make a difference for learners.  Strong understanding of culturally responsive pedagogy. |  |
| Knowledge and expertise in using a collaborative inquiry model.  Understand and promote learner agency. |  |

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| I certify that:   * The information I have supplied is true and correct. * I have authorised access to referees in accordance with the Privacy Act 1993. * I have authorised the selection panel to share the information contained in this application form with the leadership role and/or independent adviser to have my application assessed against the community criteria. * I understand that if I have supplied incorrect or misleading information, or have omitted any important information, I may be disqualified from appointment |

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

1. Improve/improved should be read as consistent with the general intent of the IES initiative to support system-wide improvement through both ‘shift’ and ‘lift’ and the BES meaning of improvement as optimising ongoing educational improvement in valued outcomes for diverse (all) ākonga/learners with a priority for accelerated improvement for ākonga/learners who have been underserved in their education or disadvantaged. [↑](#endnote-ref-1)
2. The term diverse (all) learners recognises diversity and difference as central to the classroom endeavor and central to the focus of quality teaching –diversity encompasses many characteristics including ethnicity, socio-economic background home language, gender, special needs, disability, and giftedness - teaching needs to be responsive to diversity within ethnic groups for example diversity within Pakeha, Māori, Pasifika and Asian students – We also need to recognise the diversity within individual students influence by intersections of gender, cultural heritage(s) socio-economic background and talent. Evidence shows teaching that is responsive to ākonga/student diversity can have very positive impacts on low and high achievers at the same time – [interdependent research-based characteristics of quality teaching] … draw upon evidence-based approaches that assist kaiako/teachers to meet this challenge” [↑](#endnote-ref-2)