



Fairhaven School  
Whānau ako – learning together

Dear Applicant

Thank you for expressing interest in the permanent teaching position at Fairhaven School, Napier Hawkes Bay. You are more than welcome to visit our school. Please phone to arrange a suitable time or for more information about the position. Ph: 06 8442212.

The following are included in this application pack:

- 1) Person Specification
- 2) Teacher Job Description
- 3) Information about our school

The Application form is a separate document, available for download on our website or the Education Gazette site.

Please return your application for appointment and your CV by 12p.m. Thursday 28<sup>th</sup> March 2024.

Please return, digitally by the due date, to [principal@fairhaven.school.nz](mailto:principal@fairhaven.school.nz)

Please note, we will ask for a signed copy of the application form at interview.

Ngā Mihi

Diane Whyte  
Principal



Fairhaven School  
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## **PERSON SPECIFICATION Scale A Teacher (+ Special Duties Allowance)**

The school Board requires in our teachers, enthusiastic, committed, and flexible thinking professionals.

### **Personal Attributes:**

- A drive and commitment to personal excellence, which is demonstrated in the provision of quality education to students.
- Be a team player, with a positive outlook, a sense of humour and propensity for fun.
- A reflective practitioner.
- Ability and flexibility to work co-operatively and effectively with families and whānau, teaching staff, support staff, therapy team and agencies.
- An understanding of biculturalism, multicultural and the culture of disability.
- Well organised and adaptable.

### **Skills and Experience:**

- To have a high level of general education pedagogical knowledge.
- Have demonstrated recent successful experience in providing differentiated education for students with additional learning needs either in regular or specialist schools
- Skilled in adapting the New Zealand curriculum and personalising learning
- Passionate about E-learning with high levels of digital literacy.



## Teacher Job Description & Professional Standards Evaluation

Name:

Position:

Responsible to: Principal, Board of Trustees

Date:

### Professional Standard 1

#### Te hononga pātui I raro o Te Tiriti o Waitangi

#### Te Tiriti o Waitangi Partnership

Demonstrate commitment to Tangata Whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.

#### Evaluation

Self

/ 5

/ 5

Appraiser

/ 5

/ 5

#### Success Indicators

- Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand
- Understand and acknowledge the histories, heritages, languages, and cultures of partners to Te Tiriti o Waitangi
- Practice and develop the use of Te reo Māori me ngā tikanga

Needs

Development

Outstanding

1

2

3

4

5

Comment:

#### What this looks like at Fairhaven School.

- Classroom environments reflect dual heritage of Aotearoa New Zealand e.g., bilingual signs and symbols and books
- Staff actively use Te Reo in everyday interactions with students including assemblies, gatherings, waiata and karakia
- Planning and resources used reflect Aotearoa New Zealand's dual heritage
- Staff actively engage in dialogue and PLD to enhance own understanding and knowledge of Te reo Māori me ngā tikanga

**Professional Standard 2  
Akoranga ngaiotanga**

**Professional learning**

Use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.

**Evaluation**

**Self**

/ 5

/ 5

**Appraiser**

/ 5

/ 5

Needs  
Development

Outstanding

1

2

3

4

5

**Comment:**

**Success Indicators**

- a) Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources
- b) Critically examine how my own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities, languages, and cultures
- c) Engage in professional learning and adaptively apply this learning in practice
- d) Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners, including learners with disabilities and learning support needs; and wider education matters
- e) Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem solving and learning focused collegial discussions

**What this looks like at Fairhaven School.**

- a) Participates in collegial / professional dialogue, coaching and mentoring staff in professional practice and specialist pedagogy
- b) Initiates collegial dialogue & engages in research to reflect on & improve teaching practice
- c) Engagement for Learning methodology is utilised to gain knowledge of learners & informs individual planning and next steps for learning
- d) Demonstrates continual improvement in teaching practice – *Records / reflects & uses assessment for next learning. Evaluates planning & programmes in writing*

**Professional Standard 3  
Ngā hononga ngaio**

**Professional relationships**

Establish and maintain professional relationships and behaviours focussed on the learning and wellbeing of each learner.

**Evaluation**

**Self**

/ 5

/ 5

**Appraiser**

/ 5

/ 5

Needs Development

Outstanding

1

2

3

4

5

**Comment:**

**Success Indicators**

- a) Engage in reciprocal, collaborative, learning-focused relationships with:
  - learners, families and whānau
  - teaching colleagues, support staff and other professionals
  - agencies, groups and individuals in the community
- b) Communicate effectively with others
- c) Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility
- d) Communicate clear and accurate assessment for learning and achievement information

**What this looks like at Fairhaven School.**

- a) Communicates regularly & effectively with all members of the school community – *Follows lines of communication. Meets regularly with TAs, Keeps Lead Team informed. Attends & participates actively in staff meetings*
- b) Develops & promotes learning partnerships with home / school / community – *Home school diary used effectively; attends agency meetings, parent evenings, school events; communicates regularly with FAST team*
- c) Contributes actively at staff meetings / professional development, formally & informally
- d) Positively supports initiatives & decisions – *meets deadlines / follows procedures, contributes ideas*
- e) Follows requests willingly & in a positive manner
- f) Takes responsibility for delegated areas
- g) Directs & supports Teacher Aides in assisting with implementation of classroom programmes – *Regular meetings are held, responsibilities outlined, carry out / contributes to Performance Management process*
- h) Supports positive relationships within school & community and with host schools

**Professional Standard 4**  
**He ahurea akoranga**

**Learning-focused culture**

Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.

**Success Indicators**

- a) Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning
- b) Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks
- c) Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs
- d) Manage the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural and emotional safety
- e) Create an environment where learners can be confident in their identities, languages, cultures and abilities
- f) Develop an environment where the diversity and uniqueness of all learners are accepted and valued
- g) Meet relevant regulatory, statutory and professional requirements

**What this looks like at Fairhaven School.**

- a) Provides meaningful feedback that encourages students to improve their performance – *The next step in learning is clearly articulated & modelled to students*
- b) Fosters an environment which encourages students to be independent, set goals, make choices & evaluate in order to take increasing control of their learning
- c) Ensures students are given the opportunity to make choices, express their wants, needs, thoughts & opinions in a respectful environment – *Processing time given, students are asked before moved etc. Conversations are directed at students)*
- d) Uses positive behaviour support strategies – follows school Risk Management and Behaviour Support Processes – *RAM; Behaviour Plans followed, regularly updated & communicated to all staff*
- e) Ensures staff & students are familiar with emergency requirements & procedures – *Mobility register visible, Emergency Evacuation plan visible*

**Evaluation**

<b>Self</b>	/ 5	/ 5
<b>Appraiser</b>	/ 5	/ 5

Needs Development Outstanding

1	2	3	4	5
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**Comment:**

**Professional Standard 5  
Te hoahoa akoranga**

**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.

**Success Indicators**

- a) Selects teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners
- b) Gathers, analyses and use appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning and to identify additional supports or adaptations that may be required
- c) Design and plan culturally responsive, evidence-based approaches that reflect the local community and Te Tiriti o Waitangi partnerships in New Zealand
- d) Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners
- e) Design learning that is informed by national policies and priorities

**What this looks like at Fairhaven school**

- a) Universal Design for Learning evident – provides students with multiple means of representation, expression and engagement
- b) Differentiation is evident in planning & classroom programmes
- c) Planning reflects school's programmes of learning & current pedagogy – *Planning is evident: Term Overviews, Curriculum Plans, weekly planning, assessment records, Individual Programme (PLP) documentation*
- d) Demonstrates continual improvement in teaching practice – *Records / reflects & uses assessment for next learning. Evaluates planning programmes in writing*
- e) Contributes to curriculum & programme development
- f) Commitment to the Total Communication philosophy – *Visuals, schedules, Core Vocabulary Boards, AAC equipment*

**Evaluation**

<b>Self</b>	/ 5	/ 5
<b>Appraiser</b>	/ 5	/ 5
<b>Needs Development</b>	<b>Outstanding</b>	
1	2	3
4	5	

**Comment:**

**Professional Standard 6  
Te whakaakoranga**

**Teaching**

Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.

**Success Indicators**

- a) Teach in ways that ensure all learners are making sufficient progress, and monitor the extent and pace of learning, focusing on equity and excellence for all
- b) Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori
- c) Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners
- d) Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning
- e) Teach in ways that enable learners to learn from one another, to collaborate, to self-regulate and to develop agency over their learning
- f) Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning

**What this looks like at Fairhaven School**

- a) Total Communication philosophy is evident in classroom setting and in staff interactions with students
- b) PLP specific learning intentions are SMART
- c) Behaviour Plans, Curriculum Planning shows differentiation
- d) Engagement for Learning methodology informs planning
- e) Successfully uses a variety of forms of assessment – *anecdotal notes, / observations, PLP evaluations, programme specific formalised assessments*
- f) Incorporates a wide range of Assistive Technology & ICTs in classroom programmes

**Evaluation**

<b>Self</b>	/ 5	/ 5
<b>Appraiser</b>	/ 5	/ 5

Needs Development Outstanding

1	2	3	4	5
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**Comment:**

**All professional standards have been assessed & evidence provided to ensure standards have been met**

<b>Date:</b>	<b>Signed:</b>	<b>Date:</b>	<b>Signed:</b>
<b>Date:</b>	<b>Signed:</b>	<b>Date:</b>	<b>Signed:</b>



Fairhaven School is a Specialist School based in Taradale, Napier. Our students all have unique talents and strengths and with specialist teaching are able to experience rich learning in a variety of contexts within school and our local community.

The Base School and 11 satellite classes provide an excellent educational placement option for students with diverse needs. Having satellite classes within mainstream schools allows students to be included in mainstream education at any time based on student's individual abilities and needs. Our older students have the opportunity to attend our stand-alone transition centre, Te Rangimarie, at Bridge Pa in Hastings.

We believe inclusion is more than the type of setting that children and young people attend – it is about the quality of their experience and how they are welcomed, supported to learn, and enabled to participate fully in the life of any school or setting. An educationally inclusive school is one which the teaching and learning and the achievements, attitudes and well-being of every young person matter. Effective schools are educationally inclusive schools.



To show the learning pathway through our school, carvings designed and made by the students, mark the pathway through Fairhaven. The first carving, Te Kāhui Kākano which was erected at Base, tells a story of the environment. Tuna thrash in the river, the koru are the four winds representing people being brought together, and flora and fauna emerge at the top.

A carving at Valhalla farm, on the Napier Taupo Highway marks the beginning of a pathway through native bush. This carving shows connections between New Zealand culture and the Norwegian background of the owner of the farm.

The crossbar uses the four winds to bring all people from across the world together. The eagle looks to the past and to the future showing that connections to our ancestors will guide our journey.



Beneath the crossbar, each student has carved their own story to include their cultural background. The pathway through the bush, Te Manu Korero (the calling of the birds), built by staff, students, a local engineer and our local community enables students who use wheelchairs, to access the environment.



A pou was unveiled at the opening of our High School classes. The carving speaks of the tangatawhenua and the relationship between the two schools, Fairhaven School and Tamatea High School. It is topped by the local black or great shag, Karuhiruhi, who guards the site with great outstretched wings.

Fairhaven School is a Specialist Provider for students who are verified in the Ongoing Resourcing Scheme (ORS). We employ a number of therapists and specialists who work with our teachers and support staff, combining their expertise and knowledge to support the learning outcomes for our students. We have named our therapy team, the **Fairhaven Assessment and Support Team F.A.S.T.**

Our teaching and learning programmes are delivered within an integrated curriculum, with integral assessment procedures and the student's own Personalised Learning Plan. Student goals are broken down into small specific learning intentions in each teacher's individual planning. Evidence is then gathered within learning contexts on student progress and achievement. This collected evidence is used as a basis for developing teaching programmes, feedback to students and parents, completing assessment records, school reviews, and transition point assessments.

Our inclusive philosophy is reflected throughout all our various learning environments. Our focus on integrated programmes contributes to meaningful learning for students by enhancing their motivation and providing purposeful learning opportunities. Structuring learning around unifying themes, provides opportunities for students to make connections between Learning Areas, Key Competencies, and Values.

