

Orewa Community of Learning Application Pack

The information pack includes:

1. Advertisement
2. Role description which includes national and local criteria
3. Application form/Expression of Interest
4. Community of Learning information (separate document)
 - i.e. background, goals, challenges
 - Guidelines for the appointment to Community Teacher (across Community) role in:
[General Guidelines](#)
[Secondary Schools](#)
[Variation to the Primary Teachers' Collective Agreement 2013-2015](#)
5. Selection process and timeline
6. Guidelines of evidence requirements for demonstration of national and local criteria
7. Summary of terms and conditions of employment specific to the role

The applicant must provide:

- 1 Completed application form
- 1 Covering letter detailing why they are suitable for the role
- 1 Curriculum Vitae (this may be included to support your evidence and application but is not a requirement)
- 1 Evidence of demonstration of national and local criteria (as per guidelines)

If you have any questions about your application or the process, please contact:

Kate Shevland, Principal, Orewa College
Phone 09 427 3833 hrmanager@oc.school.nz

**Summary of Terms and Conditions
Orewa Community of Learning Teacher (across community) role**

The below table contains a summary of terms and conditions specific to the across Community role. Be advised of the variation in language in the Primary Teachers' Collective Agreement (i.e. "between-schools" role).

The full terms and conditions are contained in the:

[Secondary Teachers' Collective Agreement 2015-2018](#)

[Variation to the Primary Teachers' Collective Agreement 2013-2015](#)

Secondary Teachers' Collective Agreement 2015-2018	Variation to the Primary Teachers' Collective Agreement 2013-2015
<p>Allowances for Community of Schools Teacher (across community) Role</p> <p>4.23.1 Boards within a designated Community of Schools will be entitled to a number of allowances for a Community of Schools Teacher (across community) role ("the role"), generated by formula in the relevant Staffing Order.</p> <p>4.23.2 Appointment criteria to the role shall include:</p> <ul style="list-style-type: none"> (a) the appointee may hold a maximum of two permanent units while in the role (b) a teacher cannot concurrently hold both the Specialist Classroom Teacher role and the Community of Schools Teacher (across community) role. (c) current employment as a teacher within the Community of Schools (d) a current practising certificate (e) recent educational leadership experience relevant to the role (f) met professional standards relevant to their current position (g) the approval of their employing board <p>4.23.3 A teacher who has met the selection criteria, and has been appointed to the role shall be entitled to receive an allowance of \$16,000 per annum. The period of the appointment shall be for a fixed period of up to two years, subject</p>	<p>Allowances for Community of Learning Teacher (between-schools) role</p> <p>3.35.1 Boards within each Community of Learning will be entitled to a number of Teacher (between-schools) roles, generated by formula in the relevant Staffing Order, to facilitate engagement of all staff in the Community of Learning.</p> <p>3.35.2 The responsibilities and/or activities of each role will be defined in substance and time by the Community of Learning's shared achievement plan.</p> <p>3.35.3 A Community of Learning Teacher (between-schools) role will be appointed to promote best teaching practice across a Community of Learning, in line with the challenges in the Community of Learning's shared achievement plan. Promotion of best teaching practice may include a focus on:</p> <ul style="list-style-type: none"> · collaborative inquiry · expertise capacity building · pedagogy/teaching practice · community engagement · transition support · cultural competency <p>3.35.4 A teacher, who through an agreed selection process, has met the national criteria or professional standards (and is affirmed by</p>

to (4) and (8) below.

4.23.4 The appointment may be renewed without re-advertising the role for one further period of up to two years, subject to the incumbent teacher continuing to meet the relevant criteria.

4.23.5 A teacher appointed to the role shall maintain at minimum an average of eight (8) timetabled class-contact hours per week.

4.23.6 The employing board shall receive 0.4 full-time teacher equivalent (FTTE) time allowance for the period of the appointment to enable the teacher to fulfil their function in the role.

4.23.7 Each teacher in a Community of Schools Teacher (across community) role shall be allocated the equivalent of ten hours non-teaching time per week. The employing board, in consultation with the Community of Schools and the employee has flexibility to decide how they allocate this time within or across weeks. An allocation under this clause is in addition to any other time allowances to which the teacher is entitled under this agreement.

4.23.8 A teacher appointed to the role shall be assessed annually during their fixed-term of appointment by their employing board against the Community of Schools Teacher (across community) professional standards.

4.23.9 Teachers who relieve, for teachers in a Community of Schools Teacher (across community) role who are on approved leave, will receive both the allowance and the time allowance for the period they are undertaking the Community of Schools Teacher (across community) role duties, subject to clause 4.16.4.

4.23.10 The allowance will cease to become payable in the following circumstances:

- (a) where the teacher ceases to be employed as a teacher at that school; or
- (b) where a teacher in the role decides to voluntarily relinquish the role, and that offer of relinquishment is accepted by the employer subject to any conditions that it may consider necessary, from the date that the relinquishment takes effect; or
- (c) when the fixed period of the appointment ends, regardless of whether the teacher remains at that school; or
- (d) where a teacher loses the role as a consequence of the withdrawal of the

the National Panel as having met the criteria or standards as applicable) and demonstrated how they will help meet the agreed purpose/focus for the role within the Community of Learning and is appointed to the role will be entitled to receive an allowance of \$16,000 per annum.

3.35.5 The period of appointment to the role will be up to two years, the exact tenure will be determined by the Community of Learning based on needs identified through the planning process, with the agreement of the Community of Learning, teacher and employing board, subject to (3.35.6), (3.35.10) and (3.35.11) below.

3.35.6 The initial period of appointment may be extended for one further period of up to two years depending on the needs of the Community and the progress of planning and inquiry, with the agreement of the Community of Learning, teacher and employing board.

3.35.7 Where a Community of Learning cannot select a teacher to one of the Teacher (between-schools) roles it generates from within the Community of Learning, or seeks an alternative period for the appointment of one or more of the roles, the Secretary for Education may agree to alternatives. This may result in alternative arrangements for the payment of the allowance outlined in (3.35.4) above and for the provision of the time allowance outlined in (3.35.9) below or for the period of the appointment to the role outlined in (3.35.5) or (3.35.6) above.

3.35.8 As the role is intended to expand on career opportunities for classroom teachers to use and develop their professional leadership skills while remaining in the classroom, a teacher appointed to this role must maintain at minimum a 0.5 FTTE classroom teaching load.

3.35.9 The employing board will receive additional 0.4 FTTE staffing for the period of the appointment to enable the functions of the role to be fulfilled.

3.35.10 The allowance may be suspended by the employing board where the teacher is undergoing competency processes as outlined in clause 10.7.2.

3.35.11 The allowance will cease to be payable

<p>employing school from the Community of Schools, subject to 4.23.12; or</p> <p>(e) where a teacher loses the role as a consequence of the disestablishment of the Community of Schools, subject to 4.23.12; or</p> <p>(f) where a teacher loses the role as a consequence of a reduction in the number of these roles available to the Community of Schools, subject to 4.23.12.</p> <p>4.23.11 Where Community of Schools Teacher (across community) roles are to be reduced in number as a consequence of a reduction in the allocation to the Community of Schools then:</p> <p>a) schools within the Community of Schools will review the current needs of the Community of Schools in relation to its achievement plan and the number of roles to be reduced. This review will be carried out by the person in the Community of Schools Leadership role in consultation with employing boards. The review will be of the functions of each position against the current needs of the Community of Schools in relation to its agreed objectives and determine which role(s) is/are most needed.</p> <p>(i) The employing boards will first seek to manage any required reduction by attrition.</p> <p>b) Where the reduction cannot be managed by attrition then the process will be to:</p> <p>(i) reduce the fixed-term closest to the end of its term.</p> <p>(ii) where two or more fixed-term roles have an equal period to run to the end of their term, the employers will, in consultation with the person in the Community of Schools Leadership role and representatives of the Community of Schools, review the functions of each role against the current needs of the Community of Schools in relation to its agreed objectives and determine which role(s) is/are most needed.</p> <p>c) The employer of roles identified will issue notice of loss of role(s).</p> <p>d) A surplus staffing process is not undertaken as a result of this process.</p> <p>4.23.12 The salary protection provisions of subsection 4.3.9(a) will apply to teachers whose Community of Schools Teacher (across community) role is disestablished. If a teacher returns to, or is subsequently appointed to, a position of equal or higher remuneration than they received in the Community of Schools Teacher (across community) role, the salary protection no longer applies.</p>	<p>in the following circumstances:</p> <p>(a) where the teacher has been the subject of an adverse outcome following competency or disciplinary processes (or both); or</p> <p>(b) where the teacher ceases to be employed as a teacher at that school; or</p> <p>(c) where, with the agreement of the employing board, the teacher voluntarily relinquishes the role; or</p> <p>(d) where the teacher ceases to hold the role; or</p> <p>(e) when the fixed period of the appointment ends, regardless of whether the teacher remains at that school; or</p> <p>(f) where the employing board become ineligible to make the allowance available. In such circumstances the teacher will be provided notice of a period that is the lesser of the remainder of the term of the appointment or one year, provided the teacher continues to hold a similar status in that school.</p>
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Note 1: *Community of Schools Teacher (across community) professional standards are to be developed in 2015. Until the professional standards are developed the annual assessment for this role will be based on the National Criteria for Selection developed by the Professional Standards Writing Group.*

Note 2: *Attention is drawn to clause 3.8D in relation to induction and networking for the role.*

Advertisement
Orewa Community of Learning Teacher (Across Community) role

The Orewa Community of Learning is seeking up to 4 teachers (Across Community) for a fixed term period of two years.

This fixed term role will:

- Focus on improving teaching practices in order to meet the shared achievement challenge
- Build trust and collaboration between teachers from our Community
- Work closely with the Community leadership team
- Build connections across our Community of successful practice and new learning for teachers
- Strengthen the use of an inquiry approach to teaching and learning to achieve the shared achievement objectives.
- Encourage innovation

Applicants should demonstrate ability to work collaboratively towards our combined achievement challenges. The four across school leaders will demonstrate ability across a range of capabilities as follows:

- Teachers who can show exemplary teaching practice
- Experience in data collection and analysis that informs teacher practice
- Experience in leading inquiry across a school or department with an aim to improve pedagogical practice
- Experience in working with a group of teachers to accelerate student achievement in Literacy and/or Numeracy
- Experience with culturally responsive pedagogies to raise achievement for Pasifika and/or Maori students
- Strengths in disseminating information and experience in facilitating and coaching/mentoring

Terms and Conditions:

The terms and conditions of this appointment are contained in the Primary and Secondary Collective Agreements

Included in the terms of employment for this role are:

- a salary allowance of \$16,000 per annum while you hold that role

Further explanation of the conditions are available in the [Guidelines for the appointment of the Teacher \(across Community\) role](#)

Criteria:

National and local criteria are required for this role and are contained in the role description.

How to apply:

1. Application packs regarding the position are available on the Staff Vacancies page of the Orewa College School website. www.orewa.school.nz
 2. Send application to:
Kate Shevland, Principal, Orewa College
hrmanager@oc.school.nz
- **Applications close at 4pm on 2nd December**

Role Description
Orewa Community of Learning Teacher (Across Community) Role

Role Description

This new role supports kaiako/teachers who have demonstrated highly effective practice available to colleagues across their Community of Learning. Those in the role will focus on improving teacher practice in order to meet the shared achievement challenges. The Community kaiako/teachers will use their expertise to work with colleagues to identify and address problems of professional practice. They will work closely with the Community of Learning leadership role to focus their efforts on meeting the Community of Learning shared achievement challenges.

Before being able to be considered for the position, applicants must have

- Current employment as a kaiako/teacher within the Community of Learning with a minimum of .9 ftte
- A current practising certificate
- Met professional standards relevant to their current position.
- Recent educational leadership experience relevant to the role

The purpose and function of the role are:

Purpose	Function
Promoting best teaching practice across a Community of Schools including literacy, numeracy, Maori and Pasifika achievement, Boys' Achievement and overall achievement for NCEA Level 1, 2 and 3	<ul style="list-style-type: none"> • Retain significant teaching role. within their own school as agreed with the school's, Board and leadership role in order to retain currency and credibility. • Identify expertise which needs to be developed or linked across the Community of Learning. • Support schools leaders to implement the agreed actions in the Community of Learning plan. • Liaise with other teaching and learning support roles provided within, or to, schools in the Community of Learning. • Coordinate the implementation of the shared achievement challenges plan with the leadership role, other teacher (across Community) roles, teacher (within school) roles and other relevant teaching and support staff within the Community of Learning.
Strengthening the use of effective inquiry approaches to teaching and learning across schools to achieve the shared achievement objectives	<ul style="list-style-type: none"> • Lead, at the request of the schools' leaders, learning groups within the Community of Learning, including those focused on an inquiry model • Provide and lead structured opportunities, based on the evidence of best practice, for teachers in their Community of Learning to support and assist the ongoing development of effective approaches to 'teaching as inquiry'.

The National Criteria for the teacher (across Community) role are:

Domain: Professional Knowledge in Practice - Ako		
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 improved ¹ outcomes for Māori students.	<ul style="list-style-type: none"> • 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.
Planning for success	Leads and works with colleagues to plan, implement and coordinate evidence-based cycles of inquiry that lead to improved ¹ outcomes for diverse (all) learners ³ within the school and across schools within the context of Community's goals.	<ul style="list-style-type: none"> • 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) learners³.
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 ² of every student in ways that recognise their identity, language and culture.	<ul style="list-style-type: none"> • Leading change with colleagues using current and relevant research evidence to support every student to learn and achieve² in ways that recognise their identity, language and culture.
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	<ul style="list-style-type: none"> • Using a range of evidence to identify professional learning strengths and needs and to monitor progress towards goals.

	collaboratively to develop their capabilities to improve ¹ teaching and learning outcomes for diverse (all) learners ³ within the context of Community goals.	<ul style="list-style-type: none"> Facilitating collaborative professional learning approaches that improve¹ outcomes for diverse (all) learners³.
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Domain – Professional Relationships, Values and Engagement – Mahi Tahī		
Focus Areas	Broad Standards	National Criteria – Applicant demonstrates successful practice and understanding of:
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.	<ul style="list-style-type: none"> 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 their school and home/iwi communities, and across the Community.	<ul style="list-style-type: none"> Being open 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 within the school and across the Community of Learning and its communities.	<ul style="list-style-type: none"> Creating and sustaining educationally powerful connections with the school across the Community and with parents and whānau that lead to improved student outcomes.

The Community of Learning Leadership Team has developed the following local criteria for this role:

Community Local Criteria		
Focus Area	Broad Standards	Community Local Criteria – Applicant demonstrates successful practice and understanding of:
Experience in leading inquiry across a school or department that leads to exemplary teacher practice	Leads and works with colleagues within and across schools to build teacher capacity, and strengthen the use of the spiral of inquiry.	<ul style="list-style-type: none"> Leading the use of coaching and mentoring to strengthen effective approaches to 'teaching as inquiry'.
Experience in working with a group of teachers to accelerate student achievement in literacy and/or numeracy	Leads and works with colleagues within and across schools to build teacher capacity, enhance teaching and accelerate improvements in literacy and/or numeracy.	<ul style="list-style-type: none"> Facilitating collaborative inquiry to identify and extend best practice teaching and learning for literacy (reading and writing) and mathematics.
Experience with culturally responsive pedagogies to raise achievement for Pasifika and/or Maori students	Leads the development of expertise across the Community to support improved outcomes for Pasifika and/or Maori students.	<ul style="list-style-type: none"> Implications and applications of the Pasifika Education Plan (PEP) and the Maori Education Strategy, Ka Hikitia across a range of educational settings. Working collaboratively on strategic initiatives to accelerate the achievement of Pasifika and/or Maori students.

[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.

[2] Achievement should be understood to mean valued outcomes as set out in The New Zealand Curriculum and/or Te Marautanga o Aotearoa and/or Te Aho Matua o nga Kura Kaupapa Māori o Aotearoa and/or Te Piki o te Mahuri

including ākonga/student achievement [definition achievement from the IES Working Group Report Part One p.24]

[3] The term diverse (all) learners recognises diversity and difference as central to the classroom endeavour 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”

**Application/Expression of Interest
Orewa Community of Learning Teacher (Across Community) role**

Name	Employing Board
MOE #	Teacher Registration#
<p>These positions will enable strength in the following area to be improved across the cluster:</p> <ul style="list-style-type: none"> • Teachers who can show exemplary teaching practice • Experience in data collection and analysis that informs teacher practice • Experience in working with a group of teachers to accelerate student achievement in Literacy and/or Numeracy • Experience with culturally responsive pedagogies to raise achievement for Pasifika and/or Maori students • Experience in differentiating for ELLs and special needs students would be advantage • Strengths in leading inquiry into innovative approaches that lead to improved outcomes for students. 	

Educational qualifications relevant to role

Please state any qualifications that relate to the position:

Employment history

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

Period worked	Employer's name	Position held

Referees

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

Name	Contact details (organisation and address)	Phone (landline preferred)	Relationship

Authority to approach other referees

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 <input type="checkbox"/>	No <input type="checkbox"/>
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 <input type="checkbox"/>	No <input type="checkbox"/>

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.

Domain: Professional Knowledge in Practice - Ako			
Focus Area	Broad Standards	National Criteria – Applicant demonstrates successful practice and understanding of:	How have you demonstrated this in past roles? Please include related roles and relevant experience
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 improved ¹ outcomes for Māori students.	<ul style="list-style-type: none"> · 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. 	
Planning for success	Leads and works with colleagues to plan, implement and coordinate evidence-based cycles of inquiry that lead to improved outcomes for diverse (all) learners ³ within the school and across schools within the context of the Community's goals.	<ul style="list-style-type: none"> · 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) learners³. 	
Effective	Leads and works with colleagues	<ul style="list-style-type: none"> · Leading change with 	

teaching and learning	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.	colleagues using current and relevant research evidence to support every student to learn and achieve ² in ways that recognise their identity, language and culture.	
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 improve ¹ teaching and learning outcomes for diverse (all) learners within the context of the Community's goals.	<ul style="list-style-type: none"> · Using a range of evidence to identify professional learning strengths and needs and to monitor progress towards goals. · Facilitating collaborative professional learning approaches that improve¹ outcomes for diverse (all) learners³. 	
Domain: Professional Relationships, Values and Engagement – Mahi Tahī			
Focus Areas	Broad Standards	· National Criteria – Applicant demonstrates 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	· Respecting and valuing the culture,	

	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.	<p>knowledge and expertise of others.</p> <ul style="list-style-type: none"> · 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 their school and home/iwi communities, and across the Community.	<ul style="list-style-type: none"> · Being open 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 within the school and across the Community and its communities.	<ul style="list-style-type: none"> · Creating and sustaining educationally powerful connections with the school across the Community and with parents and whānau that lead to improved student outcomes. 	

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.

<p>Experience in leading inquiry across a school or department that leads to exemplary practice</p> <p>Leads and works with colleagues within and across schools to build teacher capacity, and strengthen the use of the spiral of inquiry.</p> <ul style="list-style-type: none"> • <i>Leading the use of coaching and mentoring to strengthen effective approaches to 'teaching as inquiry'.</i> 	
<p>Experience in working with a group of teachers to accelerate student achievement in literacy and/or numeracy</p> <p>Leads and works with colleagues within and across schools to build teacher capacity, enhance teaching and accelerate improvements in literacy and/or numeracy.</p> <ul style="list-style-type: none"> • <i>Facilitating collaborative inquiry to identify and extend best practice teaching and learning for literacy (reading and writing) and mathematics.</i> 	
<p>Experience with culturally responsive pedagogies to raise achievement for Pasifika and/or Maori students</p> <p>Leads the development of expertise across the Community to support improved outcomes for Maori and/or Pasifika students.</p> <ul style="list-style-type: none"> • <i>Working collaboratively on strategic initiatives to accelerate the achievement of Maori and/or Pasifika students.</i> 	

<p>Strengths in disseminating information and experience in facilitating and or coaching/mentoring teachers.</p>	
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Experience in data collection and analysis that informs teacher practice	
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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 _____

Selection Process and Timeline
Orewa Community of Learning Teacher (Across Community) Role

APPOINTMENTS PROCESS FOR COMMUNITY OF LEARNERS POSITIONS

22 November

- Advertisements open for the COL Across Schools positions
- If you are interested in applying for any of these positions, go to the Orewa College School website to download the Application Pack www.orewa.school.nz
- You should discuss this with your Principal as you will need the support of your Board of Trustees to be appointed to the position if you are the successful applicant.

2 December

- Across Schools and leadership positions close - to be sent to **Kate Shevland** hrmanager@oc.school.nz

5th December

- Shortlisted applicants notified

12th December

- Interviews at Orewa College. Times to be advised but more than likely during the day

15th December

Applicants notified

Guidelines of evidence requirements for demonstration of national and local criteria Orewa Community of Learning Teacher (Across Community) Role

Assessment of applicants against National Criteria

- Applicants will be assessed on the basis of the evidence of practice and understanding that they provide (see below).
- An adviser from the National Panel of Independent Advisers (National Panel) will assist the Community in establishing whether applicants meet the national criteria.
- The following evidence will be needed for assessment.

EVIDENCE TO SUPPORT ASSESSMENT: Community of Schools teacher (across community) role

- Application in the format required
- Evidence of values, knowledge and capabilities in relation to national and local criteria (CV is not required but may be included as part of the evidence)
- Referees' reports
- Evidence from a recent appraisal that the applicant meets the relevant professional standards in their current position
- Other evidence deemed relevant by the selection panel

Summary of Terms and Conditions
Orewa Community of Learning Teacher (Across Community) Role

The below table contains a summary of terms and conditions specific to the across Community role. Be advised of the variation in language in the Primary Teachers' Collective Agreement (i.e. "between-schools" role).

The full terms and conditions are contained in the:

[Secondary Teachers' Collective Agreement 2015-2018](#)

[Variation to the Primary Teachers' Collective Agreement 2013-2015](#)

Secondary Teachers' Collective Agreement 2015-2018	Variation to the Primary Teachers' Collective Agreement 2013-2015
<p>Allowances for Community of Schools Teacher (across community) Role</p> <p>4.23.1 Boards within a designated Community of Schools will be entitled to a number of allowances for a Community of Schools Teacher (across community) role ("the role"), generated by formula in the relevant Staffing Order.</p> <p>4.23.2 Appointment criteria to the role shall include:</p> <p>(a) the appointee may hold a maximum of two permanent units while in the role</p> <p>(b) a teacher cannot concurrently hold both the Specialist Classroom Teacher role and the Community of Schools Teacher (across community) role.</p> <p>(c) current employment as a teacher within the Community of Schools</p> <p>(d) a current practising certificate</p> <p>(e) recent educational leadership experience relevant to the role</p> <p>(f) met professional standards relevant to their current position</p> <p>(g) the approval of their employing board</p> <p>4.23.3 A teacher who has met the selection criteria, and has been appointed to the role shall be entitled to receive an allowance of \$16,000 per annum. The period of the appointment shall be for a fixed period of up to two years, subject to (4) and (8) below.</p> <p>4.23.4 The appointment may be renewed without re-advertising the role for one further period of up to two years, subject to the incumbent teacher continuing to meet the relevant criteria.</p> <p>4.23.5 A teacher appointed to the role shall</p>	<p>Allowances for Community of Learning Teacher (between-schools) role</p> <p>3.35.1 Boards within each Community of Learning will be entitled to a number of Teacher (between-schools) roles, generated by formula in the relevant Staffing Order, to facilitate engagement of all staff in the Community of Learning.</p> <p>3.35.2 The responsibilities and/or activities of each role will be defined in substance and time by the Community of Learning's shared achievement plan.</p> <p>3.35.3 A Community of Learning Teacher (between-schools) role will be appointed to promote best teaching practice across a Community of Learning, in line with the challenges in the Community of Learning's shared achievement plan. Promotion of best teaching practice may include a focus on:</p> <ul style="list-style-type: none"> · collaborative inquiry · expertise capacity building · pedagogy/teaching practice · community engagement · transition support · cultural competency <p>3.35.4 A teacher, who through an agreed selection process, has met the national criteria or professional standards (and is affirmed by the National Panel as having met the criteria or standards as applicable) and demonstrated how they will help meet the agreed purpose/focus for the role within the Community of Learning and is appointed to the role will be entitled to receive an allowance of \$16,000 per annum.</p>

<p>maintain at minimum an average of eight (8) timetabled class-contact hours per week.</p> <p>4.23.6 The employing board shall receive 0.4 full-time teacher equivalent (FTTE) time allowance for the period of the appointment to enable the teacher to fulfil their function in the role.</p> <p>4.23.7 Each teacher in a Community of Schools Teacher (across community) role shall be allocated the equivalent of ten hours non-teaching time per week. The employing board, in consultation with the Community of Schools and the employee has flexibility to decide how they allocate this time within or across weeks. An allocation under this clause is in addition to any other time allowances to which the teacher is entitled under this agreement.</p> <p>4.23.8 A teacher appointed to the role shall be assessed annually during their fixed-term of appointment by their employing board against the Community of Schools Teacher (across community) professional standards.</p> <p>4.23.9 Teachers who relieve, for teachers in a Community of Schools Teacher (across community) role who are on approved leave, will receive both the allowance and the time allowance for the period they are undertaking the Community of Schools Teacher (across community) role duties, subject to clause 4.16.4.</p> <p>4.23.10 The allowance will cease to become payable in the following circumstances:</p> <ul style="list-style-type: none"> (a) where the teacher ceases to be employed as a teacher at that school; or (b) where a teacher in the role decides to voluntarily relinquish the role, and that offer of relinquishment is accepted by the employer subject to any conditions that it may consider necessary, from the date that the relinquishment takes effect; or (c) when the fixed period of the appointment ends, regardless of whether the teacher remains at that school; or (d) where a teacher loses the role as a consequence of the withdrawal of the employing school from the Community of Schools, subject to 4.23.12; or (e) where a teacher loses the role as a consequence of the disestablishment of the Community of Schools, subject to 4.23.12; or (f) where a teacher loses the role as a consequence of a reduction in the number of these roles available to the Community of Schools, subject to 4.23.12. 	<p>3.35.5 The period of appointment to the role will be up to two years, the exact tenure will be determined by the Community of Learning based on needs identified through the planning process, with the agreement of the Community of Learning, teacher and employing board, subject to (3.35.6), (3.35.10) and (3.35.11) below.</p> <p>3.35.6 The initial period of appointment may be extended for one further period of up to two years depending on the needs of the Community and the progress of planning and inquiry, with the agreement of the Community of Learning, teacher and employing board.</p> <p>3.35.7 Where a Community of Learning cannot select a teacher to one of the Teacher (between-schools) roles it generates from within the Community of Learning, or seeks an alternative period for the appointment of one or more of the roles, the Secretary for Education may agree to alternatives. This may result in alternative arrangements for the payment of the allowance outlined in (3.35.4) above and for the provision of the time allowance outlined in (3.35.9) below or for the period of the appointment to the role outlined in (3.35.5) or (3.35.6) above.</p> <p>3.35.8 As the role is intended to expand on career opportunities for classroom teachers to use and develop their professional leadership skills while remaining in the classroom, a teacher appointed to this role must maintain at minimum a 0.5 FTTE classroom teaching load.</p> <p>3.35.9 The employing board will receive additional 0.4 FTTE staffing for the period of the appointment to enable the functions of the role to be fulfilled.</p> <p>3.35.10 The allowance may be suspended by the employing board where the teacher is undergoing competency processes as outlined in clause 10.7.2.</p> <p>3.35.11 The allowance will cease to be payable in the following circumstances:</p> <ul style="list-style-type: none"> a) where the teacher has been the subject of an adverse outcome following competency or disciplinary processes (or both); or b) where the teacher ceases to be employed as a teacher at that school; or
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4.23.11 Where Community of Schools Teacher (across community) roles are to be reduced in number as a consequence of a reduction in the allocation to the Community of Schools then:

- (a) schools within the Community of Schools will review the current needs of the Community of Schools in relation to its achievement plan and the number of roles to be reduced. This review will be carried out by the person in the Community of Schools Leadership role in consultation with employing boards. The review will be of the functions of each position against the current needs of the Community of Schools in relation to its agreed objectives and determine which role(s) is/are most needed.
 - (i) The employing boards will first seek to manage any required reduction by attrition.
- (b) Where the reduction cannot be managed by attrition then the process will be to:
 - (i) reduce the fixed-term closest to the end of its term.
 - (ii) where two or more fixed-term roles have an equal period to run to the end of their term, the employers will, in consultation with the person in the Community of Schools Leadership role and representatives of the Community of Schools, review the functions of each role against the current needs of the Community of Schools in relation to its agreed objectives and determine which role(s) is/are most needed.
- (c) The employer of roles identified will issue notice of loss of role(s).
- (d) A surplus staffing process is not undertaken as a result of this process.

4.23.12 The salary protection provisions of subsection 4.3.9(a) will apply to teachers whose Community of Schools Teacher (across community) role is disestablished. If a teacher returns to, or is subsequently appointed to, a position of equal or higher remuneration than they received in the Community of Schools Teacher (across community) role, the salary protection no longer applies.

Note 1: *Community of Schools Teacher (across community) professional standards are to be developed in 2015. Until the professional standards are developed the annual assessment for this role will be based on the National Criteria for Selection developed by the Professional Standards Writing Group.*

Note 2: *Attention is drawn to clause 3.8D in relation to induction and networking for the role.*

- c) where, with the agreement of the employing board, the teacher voluntarily relinquishes the role; or
- d) where the teacher ceases to hold the role; or
- e) when the fixed period of the appointment ends, regardless of whether the teacher remains at that school; or
- f) where the employing board become ineligible to make the allowance available. In such circumstances the teacher will be provided notice of a period that is the lesser of the remainder of the term of the appointment or one year, provided the teacher continues to hold a similar status in that school.