

Deputy Principal Te Reo/Tikanga Cultural Advisor

ACS Job Description

Current Learning Communities leadership structure

Primary School

- New Entrant
- Year 1-2
- Year 3-4
- Year 5-6

Middle School

- Year 7-8
- Year 9-10

Current pastoral care structure

Primary

- Yr 1-2
- Year 3 – 6

Middle School

- Year 7 - 10

KEY OBJECTIVE:

- Lead diligently, humbly, with clarity and as expression of servant leadership modelling Christ
- Nurture a settled, productive and learning focused culture in Years 0-10 (school-wide).
- Enhance the school experience for all students years 1 to 10 in collaboration with the principal, SLT and school staff.
- Foster a love of New Zealand's bi-cultural heritage, language and tikanga on a foundation of biblical truth within the school and its community
- Be deeply rooted in an understanding of the Māori world and how it intersects with biblical truth and an expression of te rongoai.
- Nurture a love of things Māori, Reo and tikanga within the school so that our students continue to engage with, understand, and grow in their knowledge of our bicultural relationships with NZ.
- Support teachers in their grasp and use of te Reo and tikanga so they can teach knowledgeably and accurately.

Key Tasks	Outcomes/Evidence
<i>NOTE: This is list is not exclusive, staff carrying this leadership responsibility are expected to carry out all tasks that support best practice.</i>	
Maintain personal hauroa.	<ul style="list-style-type: none"> • On-going personal relationship with Christ is evident • Ongoing practical support for the special character of the school is evident. • Positive work-life balance is planned. • Open communication between yourself and the Principal (for clarity, issues should be discussed in a timely manner so as to facilitate solutions) where 'balance' is becoming challenged by work related expectations.
Develop all areas of responsibility from a foundation of biblical truth which fashions worldview.	<ul style="list-style-type: none"> • The statement of faith contains the absolutes of biblical truth and is upheld and outworked. • The sovereignty of God as creator and sustainer, the sacrificial, redemptive work of Jesus' death and resurrection

	<p>and the all-powerful presence and work of the Holy Spirit in people's lives are paramount to our actions and intentions.</p> <ul style="list-style-type: none"> • There is evidence of an articulated biblical basis in all initiatives.
Perform all functions in a manner that supports the special Christian character of the school to both maintain and then enhance the culture of the school.	<ul style="list-style-type: none"> • Evidence of a consistent and purposeful expression of biblical Christian faith in your daily life. • Active support of the articulated values and expression of the school, and the staff code of conduct in all initiatives. • Bicultural expression is enhanced by being underpinned by a strong biblical foundation.
Carry out delegated responsibilities.	<ul style="list-style-type: none"> • All duties carried with faithfulness and integrity.
Remain aware of and contribute to each aspect of school life as appropriate	<ul style="list-style-type: none"> • The school is an authentic expression of its special character. • The school's legal requirements under the Education Act and other relevant legislation are met. • Biblically based, Treaty honouring, bicultural/multicultural perspectives are woven throughout the operations of the school. • The strategic and annual goals of the school are met effectively analysed with next steps identified. • Contribution to the strategic and annual plan so that they exhibit a bicultural/multicultural flavour.
Contribute to leadership of whole school issues	<ul style="list-style-type: none"> • Effective, professional and collegial relationships maintained with the Principal, other Deputy Principal, Heads of School (the SLT) and wider staff. • Effective contributing member of the SLT. • SLT considers bicultural lens for all initiatives and responses within a biblical frame as expected practice. • SLT is committed to prayerfully discerned consensus -based leadership as a matter of operation. Therefore: <ul style="list-style-type: none"> • All members of the SLT are kept informed of relevant issues • Issues and initiatives are rigorously reviewed, debated and tested • There is seamless oversight of the school • Evidence of use of all SLT members' gifts to ensure best practice
<p>Lead the development of expertise across the school in teaching in such a manner as to reflect a bicultural/bilingual intent within the school, consistent with the Treaty of Waitangi.</p> <p>In collaboration with all staff, support improved outcomes for Māori students.</p> <p>Lead change with colleagues using current and relevant research evidence to support every</p>	<ul style="list-style-type: none"> • Implications and applications of the Treaty of Waitangi in school setting is understood and incorporated into the daily life of the school. • Māori enjoy and achieve educational success as Māori. • Strong staff collaboration on bicultural initiatives.

<p>student to learn and achieve in ways that recognise their identity, language and culture with a specific (but not exclusive) focus on supporting effective practice for Māori whānau.</p> <p>Teach te Reo as a specialist subject.</p>	<ul style="list-style-type: none"> • Staff work collaboratively on professional learning approaches that improve outcomes for diverse (all) learners. • Evidence of improving understanding and grasp of te Reo across the school as measured through benchmark testing year on year. • Middle school classes enjoy relevant, effective learning in te Reo. • Primary learning communities are supported to implement te Reo teaching programmes that support the overall aims of the subject.
<p>Contribute to and be aware of coordination, development and implementation of clear, productive and harmonious links across the school</p>	<ul style="list-style-type: none"> • Evidence of strong working relationships across the school • Staff work as a cohesive team • Appropriate delegation is made to Heads of School, Learning Community Leaders, teachers, support and administration staff
<p>Contribute to planning for and management of growth over the coming years</p>	<ul style="list-style-type: none"> • Programmes adapt and are agile being responsive to growth and changing contexts. • Resources are planned in light of both present demand and future growth. • Contribute as member of the appointments committee (interview panel) as appropriate.
<p>Staff mentoring</p>	<ul style="list-style-type: none"> • Leadership development and change management conversations linked to specific PLD foci in whole school or 1:1 contexts
<p>Communication</p>	<ul style="list-style-type: none"> • Timely and effective communication is evident at all times.
<p>Contribute to data analysis for Years 0-10</p>	<ul style="list-style-type: none"> • Annual targets for Years 0-10 are met and/or effectively analysed in collaboration with whole staff
<p>Educational administration</p>	<ul style="list-style-type: none"> • Delegated tasks are completed in a timely and professional manner. • School systems will continue run effectively, adapting as required. • Specific portfolios are negotiated each year with SLT.
<p>Contribute to staff welfare and celebration</p>	<ul style="list-style-type: none"> • In collaboration with full leadership team: • All staff are cared for pastorally as appropriate. • All staff know they are valued • All staff are appropriately recognised
<p>Develop your own skills and practice as a leader</p>	<ul style="list-style-type: none"> • Appropriate PLD and mentoring is attended, when opportunity is provided by the school

	<ul style="list-style-type: none"> • Personal reflections are made around the leadership aspect of your role • Active commitment to ongoing personal professional development to support ongoing growth as a professional
Reports to: Direct up: Principal Shared level: Second DP who deputises for the Principal Reported to by: (Direct line) Heads of Schools, Members of portfolio teams you lead, ELL, International Dean (Level 2), Members of other portfolio teams, Learning Communities Yr 1, 2-3, 4-6, 7-8, 9-10 Pastoral Lead 1-2, 3-6, 7-10, SENCO/Learning Support	
Portfolio roles	Portfolio support roles
To be negotiated	To be negotiated

Contract	Area School Teachers Collective		
Review date	Reviewed with	Next review	Signed