

**POSITION and PERSON SPECIFICATION**

**DATE:** October 2024

**POSITION:** Head Teacher

**SERVICE:** Kidsfirst Kindergartens Karoro

**ADDRESS:** 20 Loris Pl, Karoro, Greymouth

**PHONE NUMBER:** 021 944 038

**CURRENT OPERATING ROLL:** Kindergarten Hours: 8.30am - 2.30pm

 Current Roll: 30/20

Refer to the Kidsfirst Kindergartens Karoro website for additional information - [Kidsfirst Karoro](https://www.kidsfirst.co.nz/west-coast/greymouth/karoro/karoro-__I.1730__C.1712__N.112668)

# **DESCRIPTION**

# **Description of community:**

Kidsfirst Kindergartens Karoro was founded in 1982 at the end of a quiet cul de sac, nestled below beautiful native bush. The kindergarten is away from busy traffic, a hidden gem where tamariki can hear and see the native birds in the bush and the waves from the ocean.

Children come from a wide area to attend Kindergarten at Kidsfirst Karoro, including rural settlements, with others living in nearby area.

This kindergarten is lucky to have access to the West Coast bush right at their doorstep, which have been explored through small-group bush walks. By connecting with nature through sustainable practices, children at Karoro Kindergarten are competent and capable guardians/kaitiaki of their unique place in Aotearoa New Zealand and ultimately the wider world. The natural big backyard is greatly valued at kindergarten, with tamariki central to the planning and production of kai in the vegetable and fruit gardens.

Kidsfirst Karoro achieved Enviroschools ‘Green Gold’ award in 2023 and are presently working on continuing this journey, engaging Tamariki and Whānau as they continue to develop the kindergarten practice.

Kidsfirst Kindergartens Karoro receives great community support with whānau made up of past, present and future participants. They have links to all local schools, are active participants in Māwhera Kahui Ako and are participating in recent PLD from the local runanga Ngāti Waewae which is building relationships with tangata whenua.

# **Special features of the kindergarten:**

Kidsfirst Hokitika has been operating for over 30 years with community input into the development of the site for a kindergarten. This Kindergarten’s special feature is that it has a large outdoor area, incorporating permanent and movable structures, many small natural areas, a well-used sandpit, an area for challenge and a fantastic cart track used by bikes and scooters. The mara kai (food gardens) are a strong focus for kaiako and tamariki with vegetables grown year-round and an orchard to visit.

The construction of the building provides a large, covered veranda area, while the interior has high ceilings with much natural light.

# **Curriculum Priorities**

Alongside whānau the teaching time have defined the kindergarten’s Curriculum Priorities as;

* **Exploration;** the natural sense of curiosity and wonder celebrated, embraced and supported. An inquiry mind set, thinking, reasoning and constructing working theories about the world, in physical, social, and material ways. Co-constructing of ideas and sharing knowledge together.
* **Relationships;** The value of relationships as core to our learning at Karoro, seen in the way we welcome and care for each other, the partnership that also exists in learning between teachers/kaiako, children/tamariki, and whānau, as well as the wider community.
* **Kaitiakitanga;** The active caring for our place, our environment, both within and outside our kindy gate. Thinking about sustainable practices in what we do, how we are and what we value in our place.

# **POSITION SPECIFICATIONS**

# **Curriculum and teaching requirements**

# The successful applicant will be an intentional teacher who;

* Demonstrates understanding of the theoretical underpinnings of Te Whāriki.
* Participates in ongoing and appropriate professional development that informs and is reflected in their practice.
* Participates in both child and teacher initiated, sustained shared teaching episodes to extend children’s thinking, development of working theories and value their contribution to the learning experience.
* Is committed to their own understanding as Te Tiriti partner as demonstrated through professional growth and practice.
* Has a commitment to and awareness of the principles of inclusion. This is evident in and integrated within their professional practice.
* Uses robust pedagogical documentation to support assessment, planning for learning and internal evaluation.

# **Relationships with children**

## The successful applicant will:

* Value and respond to whānau/family aspirations for their children.
* Value and respond to the social and cultural worlds and ways of learning of all children.
* Provide feedback to children that acknowledges their effort and success.
* Establish relationships and connections underpinned by Kaupapa Māori and Māori pedagogy.
* Be available to children so that they can revisit and share their learning with others.

# **Community requirements**

## The successful applicant will:

* Have strong, responsive, reciprocal and respectful relationships with families, supporting children’s sense of belonging.
* Articulate and share the rationale for curriculum decisions with the kindergarten’s community of learners.
* Ensure transitions are supported by effective partnerships between whānau/family, the Kindergarten and schools.
* Promote and encourage active participation, involvement and decision-making by the kindergarten community in all aspects of the teaching and learning programme and self-review.
* Play an advocacy role to support the child and the whānau/family.

 **Working as part of a teaching team**

## The successful applicant will:

* Have effective leadership around team dynamics, relationships and communication.
* Inspire teachers, build leadership capacity, and assist team members to set and attain professional goals.
* Seek and be responsive to professional feedback.
* Have strong collaborative relationships and professional communication with colleagues.
* Contribute to the team, providing an environment that reflects, and is responsive to the learners, whānau and wider learning community (people, places, and things, over time).

# **PERSON SPECIFICATIONS**

# **Personal Attributes that would best suit the needs of the centre:**

* A committed partner to Te Tiriti o Waitangi with a thorough understanding of bicultural practice including their own continued growth and an ability to lead individuals within a team in this area.
* A wise, intentional practitionerwith a proven approach to supporting positive tamariki learning outcomes and an excellent working knowledge of Te Whāriki.
* An ability to establish strong professional, reciprocal relationships with whānau, children and the wider learning community including engaging with local Kahui Ako.
* Excellent verbal and written communication skills and an ability to engage with a variety of audiences.
* Skills in recognising and implementing the priorities of work will be crucial in this busy and dynamic role.
* Ability to complete their work as a leader in a busy early childhood centre including a large outdoor space.
* Skills in building and leading a collaborative teaching team.
* Ability to motivate and inspire the team to provide a programme, including assessment and planning for learning, ensuring positive outcomes for all children.
* A kaiako matua who has a tamariki rights approach, knowledge about practicing tamariki agency within the programme and strengths in the principles of inclusion and social justice.
* Demonstrates a commitment to a positive behaviour support framework and can lead this approach with a teaching team.
* Skills in leading an internal evaluation process that critiques current practices and effects change that results in improved learning outcomes for tamariki.
* Energy and enthusiasm, someone who shows initiative, can articulate and listen to other points of view and practice shared leadership within the team.
* An ability to be critically reflective about current theories and innovative in their practice. They will have a breadth of knowledge and experience that includes children from 2 years to school entry.
* Creative, forward thinking, reflective and flexible in their approach. Open and responsive to new pedagogy.
* A leader who has an interest and knowledge regarding Education for Sustainability who will continue to build on historical work with Enviroschools at Kidsfirst Karoro.