

# Halcombe School



8 May, 2023

Dear Applicant,

Thank you for your interest in the position of Scale A Teacher in our school. Halcombe School is a dynamic and enjoyable place to work and learn. We look forward to receiving your application. The kind of person we are looking for is clearly outlined in the Person Specifications.

There are many skills and abilities we would like to see in our new teacher and we want you to highlight all the great things about yourself.

To assist you with your application, we have included the following information:

- Appointment Timetable.
- School Profile.
- Job Description.
- Person Specification.

For your application we require:

- A covering letter that states your abilities and strengths and why you believe you would be the best person for this position;
- A C.V. that highlights your teaching experience, skills and strengths you have, PLD involvement, innovations you have been involved in and career highlights you'd like to share.
- The names and contact details of three professional referees who we may contact and help us with our decision. These need to be people who know you as a teacher, who can comment on your abilities and potential.

Please send in your application by email to: [principal@halcombe.school.nz](mailto:principal@halcombe.school.nz)

Appointment Timetable:

To be added in here

Do not hesitate to contact me to arrange a visit, or for any query.

Yours Sincerely,

*Alastair Schau,*

Principal

# Halcombe School

## Full Time Maternity Leave Scale A Position: Year 5-6

Come to a school where you can REALLY teach!

This is your opportunity to teach in our welcoming eight-classroom rural school, and learn from our successful approach. We seek an experienced, enthusiastic and collaborative team player to join us, teaching in our Year 5-6 class. Strengths in literacy and numeracy is a requirement. You will be a creative professional who has demonstrated excellent classroom practice, enthusiasm for learning, and ability to build strong relationships with students, families, and colleagues. Come join a team that is professional, hard-working and has fun together:

Visits to our school are welcomed and encouraged. Look up our school website: [www.halcombe.school.nz](http://www.halcombe.school.nz), or our Facebook page to see some of what makes us special.

To apply please send:

- your CV, stating your curriculum strengths, experience and any other talents and abilities, (include two names of referees).
- a covering letter;
  - to: Alastair Schaw, Principal, Halcombe School, via email:
  - [principal@halcombe.school.nz](mailto:principal@halcombe.school.nz).
  - Please phone (06) 3288845 for more information.

### Appointment Timetable:

Advertise - Gazette Online: Monday 8 May - Week 3

Close Applications: Mon 12 June - Week 8

Disclosure/Referees check and shortlisting: by Friday 16 June - Week 8

Interviews: on or before Thursday 22 June - Week 9

Decision and inform BoT for discussion and approval: by Friday 23 June - Week 9

Start: Monday 21 August 2023 - Week 6

# Halcombe School



## Person Specifications.

Our Strategic Plan states that we will 'employ proactive teachers with a PASSION for seeing children achieve.' Our employment policy states that we will employ the best person suited to the position. We want someone who has a passion for teaching and is successful. We are open to employing a beginning teacher.

### Specifications:

(NB: These are not in a priority order)

1. Recent, successful experience in a multi-level class situation, particularly senior school;
2. Proof of an exciting classroom environment, successful behaviour management, expectations of high quality work.
3. Is clearly passionate about children's learning and achievement, especially in literacy and numeracy:
4. Ability to establish and build positive professional relationships with students, parents and staff.
5. A fun, confident person, willing to have a go and be involved, and who shows initiative.
6. Other strengths you bring, (hobbies, interests).

*NB: In applying for this position you give permission for the Halcombe School Appointment Committee permission to contact your referees any others who may be able to inform us about your teaching capacity and character. Please inform us if there are any who should not be contacted.*

## Job Description - Teaching Staff

2023



***Employed by the Halcombe School Board of Trustees***

***Responsible to the Board of Trustees, Principal, Team Leader and Tutor Teacher if applicable***

***This Job Description is based on The Standards for the Teaching Profession (STPs) and The Code***

<b>(1) Te Tiriti o Waitangi partnership</b>		
<b>Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.</b>		
<b>Elaborations of the standard</b>	<b>What quality <u>practices</u> do we use at Halcombe School that connect with this standard?</b>	<b>Evidence which demonstrates this Standard</b>
Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand.	<ul style="list-style-type: none"><li>● Take an active part in Marae visits, including, powhiri, waiata and te reo kori</li><li>● Te reo me ona tikanga Māori are included in class programmes</li><li>● Interactions show an understanding of Te Tiriti o Waitangi</li><li>● Promote and actively support high aspirations and expectations for Māori students and their learning</li></ul>	<ul style="list-style-type: none"><li>● Planning includes consideration of tikanga Māori</li><li>● A class culture where diversity is recognised and celebrated</li><li>● Exercise books</li><li>● ROCK book entries</li><li>● Photos, for example, Marae visit, Kapa haka performance, te reo kori, mihi, pepeha, visual art</li></ul>

	<ul style="list-style-type: none"> <li>● Interactions show an understanding of the Treaty of Waitangi</li> </ul>	
Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi.	<ul style="list-style-type: none"> <li>● Teach (reading, writing, visual art ) Māori myths and legends</li> <li>● Te reo kori is part of our annual PE programme</li> <li>● Marae protocol taught and experienced through regular visits to a marae</li> <li>● Inviting iwi/tangatu whenua in to school</li> <li>● Ka Hikitia goals and strategies are reflected in class programmes</li> <li>● Seek outside support when required (building relationships)</li> </ul>	<ul style="list-style-type: none"> <li>● Learning traditional games</li> <li>● Te reo kori unit</li> <li>● Bilingual labels/signage</li> <li>● Roll greetings</li> <li>● Teach waiata</li> <li>● Support for Kapa haka</li> </ul>
Practice and develop the use of te reo and tikanga Māori.	<ul style="list-style-type: none"> <li>● Be involved and show progress in Te Reo Maori PLD, to increase confidence and capability.</li> <li>● Pronounce the names of Māori learners, place names etc correctly</li> <li>● Mihi and pepeha</li> <li>● Waiata singing</li> <li>● Class commands, instructions etc</li> <li>● Class expectations re protocol for example no sitting on eating tables</li> <li>● Celebration of Māori language week</li> <li>● Regular staff meeting PD</li> </ul>	<ul style="list-style-type: none"> <li>● Use videos of pronunciation and waiata</li> <li>● Class environment</li> <li>● Children/staff use te reo</li> <li>● School Karakia at the beginning of the day</li> <li>● Daily opportunities to learn and deliver mihi/pepeha</li> <li>● Professional Development involvement and embrace</li> </ul>
<p><b>(2) Professional Learning</b></p> <p>Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.</p>		

Elaborations of the standard	What quality <u>practices</u> do we use at Halcombe School that connect with this standard?	Evidence which demonstrates this Standard
<p>Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources.</p>	<ul style="list-style-type: none"> <li>● Teaching as Inquiry model</li> <li>● Critically evaluate teaching practice which is evidence based</li> <li>● Frequent whole staff meetings and discussion where ideas are shared and challenged</li> </ul>	<ul style="list-style-type: none"> <li>● Take responsibility for own PD through release, observations, readings, inviting observations, videoing and reflecting</li> <li>● PLD is reflected on and applied in classroom practices</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>● Acknowledge and respect all learners</li> <li>● Hold high expectations for all</li> <li>● Avoid stereotyping and labelling of students as a reason for level of achievement, for example, boys' reading</li> </ul>	<ul style="list-style-type: none"> <li>● Share learning, actions and reflections in staff meetings</li> <li>● Share ways new learning has been implemented/trialled in classroom</li> <li>● Engage in conversations which improve outcomes for students</li> <li>● Student voice</li> </ul>
<p>Engage in professional learning and adaptively apply this learning in practice.</p>	<ul style="list-style-type: none"> <li>● Quality PD is provided</li> <li>● Be open-minded and receptive to new ideas</li> <li>● Try new ideas and be flexible</li> <li>● Expectation that PD will be reflected/trialled in class practice, or challenged</li> <li>● Opportunities/space to try new ideas and initiatives</li> </ul>	<ul style="list-style-type: none"> <li>● Parent/caregiver feedback</li> <li>● Problems, issues and concerns are shared</li> <li>● Individual, team and staff PMIs</li> <li>● Make regular reflections in TAI</li> <li>● Teacher Inquiry is shared with the BOT</li> <li>● Actively seek feedback on teaching practice</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>● Engage in professional readings and acknowledge current research</li> <li>● Seek guidance from 'experts' and colleagues</li> <li>● Be unbiased and unprejudiced</li> </ul>	<ul style="list-style-type: none"> <li>● Identify professional learning goals</li> <li>● Initiate learning opportunities to advance personal professional knowledge</li> </ul>
<p>Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem-solving and learning-focused collegial discussions.</p>	<ul style="list-style-type: none"> <li>● 'Walk throughs' of all classrooms by all teachers</li> <li>● Staff meetings/meetings in different classrooms</li> <li>● Genuinely seek feedback from others</li> <li>● Support others to problem solve</li> </ul>	

	<ul style="list-style-type: none"> <li>● seek improvements the purpose of redressing inequity while simultaneously enhancing the quality of teaching and learning.</li> </ul>	
<p><b>(3) Professional relationships</b></p> <p><b>Establish and maintain professional relationships and behaviours focused on the learning and well-being of each learner.</b></p>		
Elaborations of the standard	What quality <u>practices</u> do we use at Halcombe School that connect with this standard?	Evidence which demonstrates this Standard
<p>Engage in reciprocal, collaborative learning-focused relationships with:</p> <ul style="list-style-type: none"> <li>● learners', family and whānau</li> <li>● teaching colleagues, support staff and other professionals</li> <li>● agencies, groups and individuals in the community.</li> </ul>	<ul style="list-style-type: none"> <li>● Positive relationships exist</li> <li>● The school is a professional learning community</li> <li>● Build positive relationships with outside agencies</li> <li>● Attend and contribute to events that include the school community</li> <li>● 'Open-door' policy and proactive in reminding parents to call in/ring with concerns or problems</li> <li>● Books and portfolios are sent home regularly</li> <li>● Learning is shared in a variety of ways</li> </ul>	<ul style="list-style-type: none"> <li>● All stakeholders are treated with respect and integrity</li> <li>● Respond to correspondence/emails in a timely manner</li> <li>● KIT book correspondence to parents are not focussed on negative behaviours</li> <li>● Blog posts highlight a wide range of learning opportunities</li> <li>● Class newsletters</li> <li>● Keep parents informed</li> <li>● Events such as PTA BBQ, Gala, Quiz, Pet Day</li> <li>● 3-Way Learning Conferences</li> <li>● Bring correct resources/requirements to meetings</li> <li>● Arrive on time for meetings</li> </ul>
<p>Communicate effectively with others.</p>	<ul style="list-style-type: none"> <li>● Communications are professional and positive</li> <li>● Discuss not argue</li> <li>● Keep an open mind and be objective</li> <li>● Look for opportunities to praise</li> <li>● Be proactive not reactive</li> </ul>	<ul style="list-style-type: none"> <li>● Emails are checked frequently and actioned</li> <li>● Staffroom whiteboard used</li> <li>● Term calendars are used</li> <li>● Entries in daily notice book are timely</li> </ul>

	<ul style="list-style-type: none"> <li>● Positive communication is the ability to convey messages, even negative ones, in a positive manner.</li> </ul>	<ul style="list-style-type: none"> <li>● Time for discussion in staff meetings – an open forum</li> <li>● Contributions are made to the school FB page</li> <li>● Weekly newsletter</li> <li>● Invite and thank visitors</li> <li>● ‘Book’ staff meeting time for notices and communications which affect all</li> </ul>
Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility.	<ul style="list-style-type: none"> <li>● Support others</li> <li>● Suggest areas for school improvement</li> <li>● Leadership opportunities</li> <li>● Clear guidelines for each area of responsibility</li> <li>● People feel informed and know what’s happening</li> </ul>	<ul style="list-style-type: none"> <li>● Correspondence and communications are clear and give plenty of time for others to act</li> <li>● Planning, reports and other documentation is completed thoroughly and on time</li> <li>● Contribute resources to the T drive</li> </ul>
Communicate clear and accurate assessment for learning and achievement information.	<ul style="list-style-type: none"> <li>● Gather assessment information formally and informally</li> <li>● Write in a professional manner</li> <li>● All reports are proofread</li> <li>● Suitable and appropriate Reporting to Parents comments are available.</li> <li>● Support is available</li> </ul>	<ul style="list-style-type: none"> <li>● Analyse and appropriately use assessment information</li> <li>● Keep clear and organised records of assessment</li> <li>● Reporting to parents clearly identifies progress, achievement and next steps for learning</li> <li>● Professional language used (not’ teacher speak’) to report to parents</li> <li>● School &amp; team deadlines are met</li> </ul>
<p><b>(4) Learning-focussed culture</b></p> <p><b>Develop a culture which is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.</b></p>		
<b>Elaborations of the standard</b>	<b>What quality <u>practices</u> do we use at Halcombe School that connect with this standard?</b>	<b>Evidence which demonstrates this Standard</b>



<p>Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning.</p>	<ul style="list-style-type: none"> <li>● Negotiating the curriculum</li> <li>● Student are given an element of choice in topic coverage</li> <li>● Learning intentions/success criteria shared</li> <li>● High expectations</li> <li>● Student relationships are highly valued (Kevin Knight - see YouTube (TED Talk))</li> <li>● Genuine interest in all students and their pastoral care</li> </ul>	<ul style="list-style-type: none"> <li>● Student Goal setting, reflection and evaluation</li> <li>● Wall displays</li> <li>● All student books and evidence of learning.</li> <li>● AAA Values</li> <li>● Must do/Can do</li> <li>● Student choice, for example, Inquiry Topic</li> </ul>
<p>Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks.</p>	<ul style="list-style-type: none"> <li>● Healthy relationships</li> <li>● Keeping AAA Values alive</li> <li>● Manners acknowledged and valued</li> <li>● Effort is appreciated and celebrated – reach beyond comfort zone</li> <li>● We learn from mistakes</li> <li>● Strong stance on bullying</li> </ul>	<ul style="list-style-type: none"> <li>● Praise for effort</li> <li>● Assemblies and AAA values celebrate effort</li> <li>● Start and end of year camps</li> <li>● Class ‘Treaties’</li> <li>● Class Trips</li> <li>● Teacher modelling for special events eg join in Wheels Day, sports competitions</li> </ul>
<p>Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs.</p>	<ul style="list-style-type: none"> <li>● Advocate to ensure learners with disabilities and learning needs, have their needs identified and have access to specialist services and support</li> <li>● Ensure expectations relate to interests, needs and goals and provide challenges that stretch learning</li> <li>● A ‘can-do’ attitude of encouragement and rewarding effort</li> <li>● A climate of inclusiveness</li> </ul>	<ul style="list-style-type: none"> <li>● Regular home contact to share goals and initiatives</li> <li>● Liaise with SENCOs re support for students</li> <li>● Liaise with outside agencies as required</li> <li>● Organise full participation and inclusiveness whenever possible</li> </ul>
<p>Manage the learning setting to ensure access to learning for all and to maximise learners’ physical, social, cultural and emotional safety.</p>	<ul style="list-style-type: none"> <li>● PE gear available and comprehensive PE programme</li> <li>● Buddy classes</li> <li>● All teachers interact with all students</li> </ul>	<ul style="list-style-type: none"> <li>● Classrooms reflect high expectations</li> <li>● Print rich environment</li> <li>● Rooms are organised</li> <li>● Resources are easily accessible to all</li> <li>● Flexible learning spaces</li> </ul>

	<ul style="list-style-type: none"> <li>● Establish rules based on respect for ourselves, each other and our environment</li> <li>● Building/safety checks</li> <li>● Relationship &amp; Sexuality Education</li> <li>● How to deal with bullying or those who say/do things we don't like.</li> </ul>	<ul style="list-style-type: none"> <li>● Red 'Help' card</li> <li>● Brain Gym</li> <li>● Reinforce assertiveness re bullying</li> </ul>
Create an environment where learners can be confident in their identities, languages, cultures and abilities.	<ul style="list-style-type: none"> <li>● Differentiated learning</li> <li>● Celebrate differences, strengths,</li> <li>● Greetings in other languages</li> </ul>	<ul style="list-style-type: none"> <li>● Wall displays reflect bi-cultural NZ</li> <li>● Content, process, product or environment are adapted to differentiate learning</li> <li>● Flexible grouping</li> <li>● all work is displayed (not only best)</li> <li>● pride taken in class environments</li> </ul>
Develop an environment where the diversity and uniqueness of all learners is accepted and valued.	<ul style="list-style-type: none"> <li>● Foster a positive school spirit eg wheels day</li> <li>● being caring, open-minded, and conscious of diversity.</li> <li>● value every individual – their experiences and needs</li> <li>● respect diversity – non-sexist, non-racist and non-discriminatory</li> <li>● provide equitable opportunities for all students</li> <li>● recognise and meet the learning needs of all students.</li> </ul>	
Meet relevant regulatory, statutory and professional requirements.	<ul style="list-style-type: none"> <li>● Professional development</li> <li>● Input in to the 'system'</li> <li>● Assessment Schedule</li> <li>● Requirement are clear and in advance (eg end of term requirements)</li> <li>● Email communications between management and staff</li> </ul>	<ul style="list-style-type: none"> <li>● Paperwork is completed in a timely manner</li> <li>● New initiatives are implemented</li> <li>● Registrations are current</li> </ul>

**(5) Design for learning**

**Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.**

Elaborations of the standard	What quality <u>practices</u> do we use at Halcombe School that connect with this standard?	Evidence which demonstrates this Standard
<p>Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners.</p>	<ul style="list-style-type: none"> <li>● Staff meetings discuss curriculum</li> <li>● Participate in Curriculum Delivery Plan reviews</li> <li>● All teachers have copies of relevant resources and curriculum materials, and follow them</li> <li>● Teaching approaches and strategies are shared</li> <li>● Experienced teachers share knowledge and expertise</li> <li>● Professional development eg running records and based on best practice</li> <li>● Daily good teaching practice (as evidenced in MoE support documents), is seen.</li> </ul>	<ul style="list-style-type: none"> <li>● Planning – links to CDP and identified student needs</li> <li>● Modelling books</li> <li>● Reflections on appraisal goals</li> <li>● Reflections from readings/research</li> <li>● Knowledge of students’ needs/next steps</li> <li>● Use of Exemplars and Standards</li> <li>● Classroom environment is bright, child-centred, with supporting teacher-made scaffolding, and well presented in a growing way. Environment reflects recent learning.</li> <li>● Target Groups are formed, analysed and reviewed in an on-going way.</li> </ul>
<p>Gather, analyse 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.</p>	<ul style="list-style-type: none"> <li>● A range of assessment strategies and tools are used</li> <li>● Teacher Judgements are valued</li> <li>● Moderation within and beyond school</li> <li>● PAT workshop – understanding the PATs</li> <li>● Data entered on eTAP</li> <li>● Wedge graphs</li> <li>● Teacher Aide timetables are flexible and responsive to needs</li> </ul>	<ul style="list-style-type: none"> <li>● Analysis of student achievement data (what/so what/now what). What is the data telling me</li> <li>● Feedback in books</li> <li>● Conferencing comments</li> <li>● ‘I Can’ sheets to show next steps as required</li> <li>● Anecdotal notes</li> <li>● Reports to parents</li> </ul>
<p>Design and plan culturally responsive, evidence-based approaches which reflect the local community and Te Tiriti o Waitangi partnership in New Zealand.</p>	<ul style="list-style-type: none"> <li>● Have high expectations for Māori learning and foster a learning environment that enables Māori learners to reach their full potential</li> </ul>	<ul style="list-style-type: none"> <li>● Use opportunities to affirm te reo</li> <li>● Planning which takes account of tikanga Māori</li> <li>● Student reflections</li> <li>● Full involvement of teacher Te Reo PLD</li> </ul>

	<ul style="list-style-type: none"> <li>● Value te ao Māori and support learning about local tikanga and history</li> <li>● Build and value positive relationships with whanau</li> </ul>	
Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners.	<ul style="list-style-type: none"> <li>● Value and use student interests and backgrounds</li> <li>● Share news – students and teachers</li> <li>● Genuine interest in all students (Kevin Knight – relationships)</li> <li>● Access community contacts and resources</li> <li>● Wide range of topics</li> <li>● Value teacher and student choice</li> </ul>	<ul style="list-style-type: none"> <li>● Wonder walls</li> <li>● Student Inquiry topics</li> <li>● Fostering curiosity</li> <li>● Student reflections</li> </ul>
Informed by national policies and priorities.	<ul style="list-style-type: none"> <li>● OTJs are based on our 3 jigsaws</li> <li>● Understanding the Achievement Standards</li> <li>● Discuss current policies/changes in staff meetings</li> </ul>	<ul style="list-style-type: none"> <li>● Handouts</li> <li>● Reflections</li> </ul>

### (6) Teaching

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

Elaborations of the standard	What quality <u>practices</u> do we use at Halcombe School that connect with this standard?	Evidence which demonstrates this Standard
Teach in ways that ensure all learners are making sufficient progress, monitor the extent and pace of learning, focusing on equity and excellence for all	<ul style="list-style-type: none"> <li>● Progress of Special Needs students tracked</li> <li>● Assessment schedule – expectations for regular assessment</li> <li>● Focus students in key areas of reading, writing and maths</li> <li>● Regular student goal setting and reflections</li> </ul>	<ul style="list-style-type: none"> <li>● Anecdotal notes and observations</li> <li>● Celebrate progress and achievement</li> <li>● Strong class culture where students are encourage to take risks</li> <li>● Flexible grouping</li> <li>● Maths and Writing tracking sheets provide evidence (knowledge and skills)</li> </ul>

	<ul style="list-style-type: none"> <li>● Wedge graphs</li> </ul>	<ul style="list-style-type: none"> <li>● Standardised tests analysed</li> <li>● Assessment records – analysis of data – so what.</li> <li>● Analyse trends</li> <li>● Target Pupils reflections</li> </ul>
Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori.	<ul style="list-style-type: none"> <li>● School and whanau relationships</li> <li>● High expectations and aspirations</li> </ul>	<ul style="list-style-type: none"> <li>● Student goal setting</li> <li>● Ensure Ka Hikitia goals are reflected</li> </ul>
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.	<ul style="list-style-type: none"> <li>● Thinking Toolbox specifically Hats, Graphic Organisers and Keys are evidenced in classroom practices</li> <li>● Flexible and cross grouping for Literacy and numeracy is evidenced each day</li> <li>● Learner centred classrooms</li> <li>● Individual student achievement and progress is understood and well-known</li> </ul>	<ul style="list-style-type: none"> <li>● Modelling books</li> <li>● Student/parent voice, for example engagement</li> <li>● Planning includes consideration of ICT, Tikanga Maori and Thinking Toolbox</li> <li>● Visual timetables</li> <li>● Clear expected learning outcomes/success criteria</li> <li>● Use of digital technologies</li> <li>● Recognise and consider learning styles</li> <li>● Clear routines</li> </ul>
Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning.	<ul style="list-style-type: none"> <li>● Buddy classes</li> <li>● Real life contexts and experiences</li> <li>● Topics integrated across curriculum when possible</li> <li>● Broad curriculum</li> </ul>	<ul style="list-style-type: none"> <li>● Brainstorming</li> <li>● Student voice</li> <li>● Photos</li> <li>● Student Inquiry</li> </ul>
Teach in ways which enable learners to learn from one another, to collaborate, to self-regulate, and to develop agency over their learning.	<ul style="list-style-type: none"> <li>● Group/pair/independent</li> <li>● EOTC</li> <li>● Implement school AAA Values</li> <li>● Collaborative opportunities</li> </ul>	<ul style="list-style-type: none"> <li>● Range of collaborative groups</li> <li>● Supportive classroom</li> <li>● Flexible groups and settings</li> <li>● Praise agency</li> <li>● Classroom resources well maintained/organised and accessible</li> </ul>

<p>Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning</p>	<ul style="list-style-type: none"> <li>● RR analysis</li> <li>● Assessment guides planning</li> <li>● Books and portfolios are sent home regularly for viewing and feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Reflections</li> <li>● Comments</li> <li>● School reports to parents</li> <li>● Next learning steps known to students through Learning Intentions and success criteria</li> </ul>
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**Additional Responsibilities as detailed in the 'Areas of Responsibility'.**

**Signatures:**

Employee:

Date:

Principal:  
(on behalf of the BOT)

Date: