

Garin College

Principal: John Maguire MEdEI, Dip Tech, NZ Nat Dip Specialist Subjects
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English Teacher Application Process

August 2018

Thank you for your interest in the position **English Teacher, Full Time Fixed Term, 1 year Refreshment Leave (STCA 6.7)**, currently being advertised.

Please find attached to this email the following documentation for the position:

- Working at Garin College
- Teacher Job Description
- Application for Teaching Position Form
- Appointment Timeline
- Code of Ethics NZ Catholic Schools

Additional college information can be found on our website www.garincollege.ac.nz . Please use these documents as a foundation for your application and if you require further information or would like to discuss the position in confidence we welcome you to do so.

Guidelines for Applicants:

1. Applications may be sent in an envelope marked '**Confidential**' to The Principal, Garin College
35 Champion Rd, Richmond 7020, **or** Email: hr@cloud.garincollege.ac.nz
2. Your application for the English Teacher position must include;
 - **Cover Letter**
 - **Curriculum Vitae**
 - A completed and signed **Application Form** including the names of **two referees**. (One of which must be a professional referee)
3. Applications close at Sunday 5.00pm, 16 September 2018
4. All material submitted with the application will be treated in strict confidence.

We look forward to receiving your application.

John Maguire
Principal

Application for English Teaching Position

Garin College



TO: The Principal, Garin College, 35 Champion Road, Richmond, Nelson, New Zealand

I wish to apply for the **Position of English Teacher, Full Time Fixed Term, 1 year Refreshment Leave** - at Garin College.

Full Name: Mr/Mrs/Miss/Ms _____

Registration Status: Full/Provisional/Subject to Confirmation/Unregistered

Registration number: _____ Expiry Date: _____

Date of Birth: ____ / ____ / ____ Email: _____

Postal Address:

Phone Home: _____ Cell: _____

QUALIFICATIONS

Qualifications	Institution	Date of Award

Subjects and levels you are willing and able to teach

QUESTIONS RELATING TO YOUR EMPLOYMENT

(Please note that failure to provide correct and true details of any conviction or reason for possible unsuitability will make you liable to dismissal from “employment by” the Garin Board of Trustees, should you be the successful applicant.)

Have you ever had a criminal conviction, received police diversion, or do you have a prosecution pending or are awaiting sentencing, or otherwise know of any reason why you might be considered an unsuitable person for employment in a school environment?	Yes/No
Are you willing to support as outlined in the “Working at Garin College” with particular emphasis on the “Catholic School Special Character Context” section that pertains to the special character of the school?	Yes/No
Do you authorise the board, or nominated representative, to approach persons other than the referees whose names you have supplied to gather information related to your suitability for appointment to this position?	Yes/No
Do you authorise the board, or nominated representative, permission to access any information held by the Education Council of Aotearoa New Zealand (EDUCANZ) or any other educational organisation, including information regarding matters under investigation, to gather information related to your suitability for appointment to the position?	Yes/No
The Staff at Garin College show strong commitment to extra curricula activities, attending and supporting school, community and parish events. Are you willing to share this commitment to additional tasks required to provide the wider education of our students?	Yes/No
Do you have, or have ever had, any medical condition or injury caused by gradual process, disease or infection, (such as occupational overuse syndrome, stress or repetitive strain injury), which the tasks of this position may aggravate or contribute to?	Yes/No
Have you ever had time off work for a back injury?	Yes/No
Do you have any other known condition that may affect your ability to carry out the duties and responsibilities outlined in the job description?	Yes/No

TEACHING EXPERIENCE

Please list, from current to earliest, your previous experience as a teacher. On each line, give details of the position you held (eg Head of Faculty), the name of the school, when you were there, the main subjects you taught and why you left.

Dates	Employer's name	Position held	Subjects taught	Reason for leaving

OTHER EXPERIENCE

Please add other experience or personal history relevant to the position that has not been covered in your Curriculum Vitae.

REFEREES

Referee's name	Their position and organisation	Telephone	Relationship to you
		Work: Cell:	
		Work: Cell:	

PROFESSIONAL QUESTIONS FOR APPLICANTS.

	Please discuss your perspectives and include verifiable achievements or experiences relevant to each question <i>(Where appropriate include your position and the responsibilities you held or specific example) (Expand boxes as you type.)</i>
1. Your approach to maintaining and promoting the Special Character of Garin College.	
2. Relationships - that you have a genuine interest in all students Well Being - Hauora and development.	
3. Recent Professional Development / Initiatives or pedagogy development you have participated in that supports your progression as a teacher.	
4. Integration of BYOD, independent learning / inquiry learning within your teaching practise.	
5. Raising student achievement / priority learners/ cultural responsiveness and relational pedagogy	
6. Behaviour / Conflict / Restorative practice.	
7. Working collaboratively within and across learning faculty/s	
8. Knowledge and experience of	

KAMAR Student Management Systems. Other.	
9. Strategies for personal wellbeing.	
10. Extra Curricular, willingness, capability, skills and experience	

DECLARATION

In keeping with the provision of the Privacy Act, I authorise the Board of Garin College to make further inquiries relating to my suitability for the position.

I believe the information given in this application and accompanying documentation is true and correct. I understand that if I have supplied incorrect or misleading information, or have omitted any important information, I may be disqualified from appointment, or if appointed, may be liable to be dismissed.

Signature of applicant _____ Date ____ / ____ / 2018



Job Description Class teacher

Role:
Teacher

Responsible to:
Principal and subject
teachers to HoFs

Status:
As per contract

Special Character:

All staff have a duty to reflect and support the Special Catholic Character in their work at the school.

Purpose:

To lift the success of all students through:

- setting high expectations of work and behaviour
- forming positive relationships for learning with students and their families
- planning, delivering and assessing high quality teaching and learning experiences
- operating within the policies and procedures outlined in the electronic staff manual
- at all times reflecting the professional standards and registered teacher criteria

Notes: All teachers and staff in schools need to be aware of the need to safeguard their own reputations by ensuring all relationships with students are professional and that guidelines in the Garin College electronic manual are adhered to.

All teachers have pastoral and administrative responsibilities towards the students at Garin College in addition to their curriculum contact hours as outlined in 5.1.1 of the STCA.

Teaching and Learning Support.

All teachers will:

- Set high expectations for learning and behaviour and maintain those standards using processes and procedures in keeping with the Garin College special character, school policies and procedures
- Plan, deliver, develop and enhance curriculum in accordance with the Faculty Scheme and procedures and the registered teacher criteria
- Assess students' work and give constructive, timely and relevant feedback to students against the assessment criteria
- Identify students who require additional academic and/or engagement support and refer them to the HoF or Year Level Dean
- Analyse student achievement data to inform planning and teaching and overall school innovation
- Ensure that all Faculty and school wide administrative, self review, analyses or reporting tasks are carried out to a high standard in accordance with the appropriate procedures and completed by the required deadline
- Use the Student Management System (kamar) at Gain College to streamline administrative tasks and communicate information appropriately
- Ensure that planning is diversified to meet the needs of all students. The class teacher is responsible for the learning programme of international students and those with special needs even if they are supported by teacher aides in their lessons
- Contribute positively to Faculty and staff meetings
- Participate in school appraisal and PD to maintain a high level of currency in educational matters

Pastoral Support.

All teachers will:

- Set high expectations for time keeping, and follow up on reasons for lateness to class. Unsatisfactory patterns of lateness to class should be referred to the appropriate Dean.
- Set high expectations for the wearing of Garin College uniform following procedures outlined in the E-staffroom.
- Set high expectations for student organisation and equipment, following procedures outlined in the E-staffroom.
- Set high expectations for overall student behaviour in class and around school, encouraging respect for others and the school values
- Refer to the School Social Worker and/or the Assistant Principal Pastoral any students about whom they have any pastoral concerns

Signed Teacher _____

Signed Principal _____

Date _____

Timeline

Garin College English Teacher 2018

Position of English Teacher, Full Time Fixed Term, 1 year Refreshment Leave

Guide for applicant processing

Activity	Document	Timing
Publication NZ Gazette		27 August 2018
Applications Close for English Teacher	Applications to hr@cloud.garincollege.ac.nz	5.00pm, 16 September
Shortlist by Appointments panel		17 September
Referee Checks by Principal		17/18 September
Short listed candidates notified		18 September
Candidate Interviews		19 - 21 September
Successful Candidate notified		21 September
Notification of Non Successful Applicants by email		25 September



Working at Garin College

Garin College was established with a vision of helping the Catholic young people of the top-of-the-south become the adults they were created to be. Opened in 2002, the school also attracts many young people who are not Catholic who share in the holistic vision of a college where each student is enabled to reach their potential in a wide range of areas. We have a roll including our boarders and international students of approximately 500 pupils. Our boarders are housed in two modern homes, Mother Teresa House (Girls) and Francis Douglas House (Boys) which are found in close proximity to the school.

Garin is an Integrated Co-Educational College, with many new, exciting and innovative practices that promote outstanding student leadership and engagement including BYOD for all years. With supportive pastoral care initiatives and excellence in teaching, mentoring and coaching, Garin College enables students to achieve academically and in a wide range of arts, sporting, and leadership endeavours. Our extensive grounds and modern buildings create an enabling learning environment.

Our Vision - *What we want for our young people' (NZ Curriculum; NZC)*

- Garin College is a Catholic School where students reach their potential in a wide range of areas. Academic opportunity and achievement are central to the students' balanced development.
- Our graduates are young Christian men and women of faith, hope and integrity - people who have strong clear values, and a sense of their responsibility to make a difference.
- We make a particular effort to support marginalised students and those at risk of not succeeding with special awareness of Māori, Pacifica and students with identified needs.
- We build, grow and value relationships - fair and just restorative practices support all relationships at Garin College.

Garin College will observe and enact the Principles of 'Te Tiriti O Waitangi' (i.e. Partnership, Participation, and Protection) to ensure whanau and pupils are acknowledged and programmes are developed to enhance learning outcomes for Māori.

Our Motto

Faith and Wisdom

Our Mission Statement

We are a Catholic community striving to grow as a centre of excellence for Catholic Education and faith development in New Zealand.

Our Values

Our culture is Catholic and we stand for Gospel Values. Our graduates will be young Christian men and women of faith, hope and integrity - people who have a sense of right and wrong, and a sense of their responsibility to make a difference.

The Core Values of Garin College are:

- **Generosity** (Reconciliation and Community)
- **Aroha** (Love and Compassion)
- **Rangimarie** (Peace)
- **Integrity** (Integrity and Justice)
- **New Life** (Hope, Respect, Dignity)

The Values of the college are Gospel values which were encouraged, modelled and lived by our founding patrons, Father Antoine Marie Garin, Mother Suzanne Aubert, Euphrasie Barbier, St Mary MacKillop and Mother Catherine McAuley.

GARIN COLLEGE VALUES

VALUE	MEANING	INDICATORS
Generosity	Generosity means making oneself available in terms of time, energy, possessions and their overall contribution to serve the Garin family	A Garin person should be generous in service to others; <ul style="list-style-type: none"> ● Time – gives time to service, sports and the arts ● Money – gives generously to our identified social justice causes ● Effort – goes the extra mile for others ● Contributions - to Justice and Service ministry (JAM), service to others e.g. Peer Mediation, Mentoring, etc
Aroha	Aroha means to be a loving person. Being accepting towards others.	A Garin person shows Aroha when <ul style="list-style-type: none"> ● They support other students when they are down - being a friend ● Includes others when they are marginalised ● Helps teachers and students with day to day tasks
Rangimarie	Rangimarie means peace. A person displays this when he/she is at peace with themselves and is a peacemaker for others.	Rangimarie is shown in a Garin person when <ul style="list-style-type: none"> ● They help solve disputes between people ● They show a concern for the welfare of all ● They display a calming influence on others ● They show concern for world peace
Integrity	Integrity means being honest, upright and truthful	A Garin person is seen as a person of integrity when <ul style="list-style-type: none"> ● They prove to be honest in dealings with others ● They fulfil positions of trust ● They are truthful ● They readily adopt a moral stance
New Life	“We are an Easter people and Alleluia is our song.” Garin students live convinced that Jesus is alive and walks among us.	A Garin person is a person of the resurrection. This means <ul style="list-style-type: none"> ● They live life to the full ● They display a positive attitude ● They are a person of hope ● They bounce back from failure and disappointment ● They restore relationships through compassion and forgiveness.

Our Values and the NZ Curriculum

From the New Zealand Curriculum we adopt other qualities and competencies to foster. These are compatible with the Catholic Special Character of our school. Such qualities as, communication, creative problem solving, self-management, adaptability, constructive approach to challenge, self-discipline, integrity, social skills, trustworthiness, reliability, fairness, diligence, citizenship, respect for the law, and honesty.

Catholic School Special Character Context

The special character of a Catholic school is defined in the Integration Agreement: The school is a Roman Catholic School in which the whole school community, through the general school programme and in its

religious instructions and observances, exercises the right to live and teach the values of Jesus Christ. These values are as expressed in the Scriptures and in the practices, worship and doctrine of the Roman Catholic Church.

Staff who are Catholic, and those who are not, must support the Catholic ethos of the school. We actively seek staff with a range of beliefs, philosophies and life experiences. All staff will respect and foster the special character of the school.

- ❑ Because we know God created each one of us, we try to respect each person
- ❑ We educate the whole person God created: academic, physical, spiritual, emotional, moral and creative. We find ways to develop leadership, confidence, and community spirit. We want our children to have the very best chance of a happy life. We want them to have the qualifications they need, the healthy bodies they need, and the ability to form faithful, loving relationships.
- ❑ We exercise restorative justice practices in resolving conflict when managing discipline issues.
- ❑ We have a broad vision of pastoral care that involves building a partnership with parents in the development of their child into a positive and productive adult (disciplined, good at relationships, prepared for a career and life-long education, an ethical and moral citizen, someone with a sense of their responsibility to make a positive difference in their world).
- ❑ We work out ways to help each person discover what is right and wrong – and then to act on that. Our standard is the teaching and action of Jesus in the Bible.
- ❑ We expect each person to think for themselves and to take responsibility for themselves: for their actions, for their development, and for their own happiness.
- ❑ We foster the sensitivities, values, and sense of responsibility our students will need to lead worthwhile and fulfilling lives, and an attitude that refuses to accept second best.
- ❑ Catholic schools and universities have always believed in excellence in education, and that is our goal. Secular subjects are taught for their own value and with their own objectives. Catholics believe in the value of all human knowledge. So any teaching which helps our young people to be more aware of the world and to appreciate human endeavour and learning is a contribution to the total aim of the school.
- ❑ And we look for ways to help our students develop a relationship with their Creator – something they will need if they are to remain people of hope throughout their lives.

Toward developing our school culture

Garin is a well-run school, where enthusiastic staff who want to make a difference in the lives of young people gain satisfaction in a collaborative environment and where you will work hard, gaining appreciation and results for your work. We have an emphasis on “the basics”, hard work, striving for excellence, character development, social justice, as well as making faith and Gospel values meaningful in the life of each student.

A Catholic school is a community that is part of wider communities. A community is not a 9am-5pm thing – members remain part of the group around the clock. We see ourselves as part of a larger creation, and responsible for working towards leaving our community and our world a better place. We try to help students experience the support, responsibility, and sense of achievement that can come through working in teams. We help them develop the community-building skills and attitudes they and the world need, and the determination to build a better world.

We are aware that staff in schools work very hard and that is certainly the case at Garin. Developing a community means that all of us, from the Principal to the most recently-appointed staff member have to work together to make a school a vibrant living community. To share the load involved in creating that vibrant and living community, staff need to commit our broader curriculum and wider community-building activities.

Education for the 21st Century

At Garin, our Board funds professional development to ensure we develop school-wide best practice in teaching and learning, in leadership and the well-being of staff and students. Our goal is to work more efficiently, rather than work harder. We have a huge job to do, and a huge responsibility – and Garin needs excellent staff. We have a vision of an excellent 21st Century Catholic school, and we believe it is important to be explicit in what we are looking for, so that we attract teachers and other staff with the passion to share and develop that vision.

We want you to be happy in your career, and to have the personal satisfaction of knowing you are doing a good job and making a difference in the lives of children. Your view on these things will always be heard.

Thank you for reading this paper. If these values are what you believe education should be about, and if you would like to help us develop this vision, we would be very pleased to receive your application.

John Maguire
Principal

