



**Linwood  
College**

**Principal  
Richard Edmundson  
MA(Hons), PGDipEd, DipEdMan, DipTchg**

10 March 2019

*Kia ora. Talofa. Kia Orana. Malo e lelei. Bula. Fakaalofa atu. Namaste. Kumusta. Greetings from the Linwood College Community.*

Thank you for your interest in the full-time, permanent position of Technology teacher, presently based at Linwood College Yr 7-8 Technology Centre on the former Phillipstown School site. The position starts at the beginning of term 2, Monday 29 April 2019, or as soon as possible after that.

Applications close 9am Thursday 28 March 2019.

We are seeking a Technology teacher from either primary and secondary backgrounds to help implement the new Technology curriculum at our Technology Centre. The teacher will have the opportunity to create integrated units incorporating digital technology into appropriate materials.

The aim of the position is to guide students to be creative when using technology, specifically to integrate modern digital technologies into hard materials technology. This could be to provide hands-on, creative ways to encourage students to design, experiment, build and invent using modern technologies such as Scratch, Tinkercad, Sketchup and programmable hardware such as BBC micro:bit. A mix of craft and digital support will be available.

Application is by a covering letter, cv and the Linwood College application form available from the Linwood College website: [www.linwoodcollege.school.nz](http://www.linwoodcollege.school.nz)

Posted applications are to be sent to:

Digital Technology position  
Technology Centre  
Linwood College  
PO Box 24-034  
Christchurch 8642

Emailed applications: [ed@linwoodcollege.school.nz](mailto:ed@linwoodcollege.school.nz)

Information about the circumstances and context of this Technology positions is below. There is an accompanying “Linwood College Technology Centre Teacher Job Outline” and our website has a further number of accompanying documents to outline the present and future culture and direction of our school.

2019 will be the second year of the “new” Linwood College Technology Centre. It is new in name only as the existing Centre had a change in governance from Te Waka Unua to Linwood College, starting 28 January 2018. Before Te Waka Unua it was the Phillipstown School Technology Centre. The Centre has a proud history of over 100 years and is a very important part of the education network in east Christchurch.

We recognise the number of changes generally that the Centre and community have been through since the earthquakes and we honour all the staff who have made it all work, and continue to make it work, through their professional commitment.

2018 at the Centre has been “business as usual” as much as possible. Our 24 client schools re-committed to the centre and the 1200 students who attended weekly experienced minimal difference.

Linwood College is to have a total, whole-school rebuild. In mid-2019 the school moves off-site for the commencement and duration of the re-build to what will then be the former Avonside GHS site. We are due to return to the new buildings of Linwood in 2021-2022.

Therefore until LC returns to the rebuilt school, the Technology Centre remains on the Phillipstown site. With the return the technology provision also comes onto the main Linwood College site as part of the completed rebuild. It will not be a separate stand-alone Technology Centre but will be purpose-built to complement the parallel Linwood College Yr 7-13 Technology, and the wider Linwood College curriculum – eg the links with Science and the Creative Arts. In summary:

- 28 January 2018: Technology Centre governance shifted to Linwood College
- 2018: planning for the new Technology provision on the rebuilt Linwood College campus began
- 2018-LC return: Technology provision remains on the existing Phillipstown site as a stand-alone Technology Centre
- 2021-2022: Linwood College returns to its newly-rebuilt campus that includes the 7-8 Technology provision. Technology provision on the Phillipstown site will cease.

I welcome discussion with any interested applicants about this vision and process. My contact details are at the end of this letter.

The rest of this document is about the vision for Linwood College itself and its present position.

We make all our staff appointments to our kura very carefully. Linwood College is in a rebuilding stage both physically and socially. We are now actively moving into a new era, based on learner agency – learners believing and understanding that they can learn and succeed, and that they can do so as themselves – Mauri Ora: Flourishing Well-being. This

foundational principle arises directly from extensive community consultation in 2016 about the re-development of Linwood College. The central theme from this consultation was:

*Linwood College should nurture personal excellence by providing varied opportunities to meet individual needs. The school should foster a 'love to learn' culture that returns high levels of achievement and success in ways that are accessible for all.*

As part of our focus on Mauri Ora, we are looking at how our structures deliver the NZC to ensure that our learning pathways and connections are as accessible to our learners as they can be. We are deeply aware of the prime importance of the “front pages” of the NZC as well as Learning Area knowledge, for exploring self and interactions with others, particularly for individual and community wellbeing in our post-earthquake environment.

Further for Mauri Ora, we are reviewing our deaning structure, and in 2019 are moving to a combination of vertical and horizontal deans.

ERO recently reviewed us, August 2017, and recognised this new era by reinstating the school to the 3 year return standard.

Learner agency is founded on staff agency. Therefore, we are looking to appoint staff who believe that they themselves have the capacity, individually and in teams, to create, through inquiry, positive learning dispositions in our learners. All our staff are to play their part in creating the new Linwood College school culture – agency and personalised pathways for Mauri Ora: Flourishing Well-being.

All of LC's teaching roles are founded on inquiry for positive change, including inquiring into and developing our own teaching practices. LC-wide, our levels of inquiry – administrative inquiry, teacher-practice inquiry, middle and senior leadership inquiry – are evidenced-based and arise from Inquiry for Mauri Ora, our school-wide focus.

Of particular importance to us is our coherence of philosophy and values. This does not mean uniform group-think, however, as successful organisations welcome and actively seek diversity of informed debate: *he awa whiria - the braided river*. We are looking for a teacher with a proven record who can whakamana and work within a team, and across LC, for coherent integration and the common good.

At Linwood College we believe in learning and social success for all learners, which means effective teaching for each individual irrespective of their particular circumstances. Underpinning this is adapting systems and choosing pedagogies to meet individual needs, not the other way round. Equity of opportunity – a fair go – is in Aotearoa-New Zealand's cultural heritage.

There is a strong economic argument supporting this drive for equity, as well as the moral imperative of the value of human dignity and individual self-expression. We need effective teaching for every learner, not just the favoured few, so personal self-fulfilment is open to all. The accompanying documents on the website are included to illustrate further what we value.

Our school is committed to our educational responsibilities under the Treaty of Waitangi. Linwood College recognizes and affirms the centrality of Māori as tangata whenua. We recognize, in particular, our context within the wider takiwā of Te Ngāi Tūāhuriri Rūnanga. We are committed to Te Kete ō Aoraki in order to implement the Memorandum of Understanding between the Ministry of Education and Ngāi Tahu. Linwood College starts from the standpoint that we live in a multi-ethnic community in a bi-cultural nation and that, in recognising this, certain research-based pedagogies have a higher probability of being successful than others. ‘Culture counts.’

Relationships for learning are paramount; schools run on whanaungatanga. Relationships, in particular learning-focussed relationships, are everything. Successful schools develop positive, power-sharing partnerships. They have strong circles of relationships – learners, whānau, staff, our partner primary schools in our Kāhui Ako, and the wider community from social agencies to businesses – so we can all work together for success. Two whakataukī illustrate this:

- *Mā pango, mā whero, ka oti ai te mahi: With red and black the work will be complete*
- *So'o le fau i le fau: Join hibiscus fibre to hibiscus fibre.*

The Ministry of Education has declared its complete and utter support for Linwood College and the surrounding communities by confirming the total rebuild of our school. In the middle of 2019 we temporarily relocate to the former Avonside GHS site for the duration of the rebuild. This is a very good step for us, for while it has its own processes to work through, there are three major positives:

1. LC learners and staff will not experience the difficult period of rebuild disruption. The time and energy that otherwise would have gone to ensuring learning is not affected can now be used more positively.
2. The LC demolition and building processes occur with an unoccupied site and so can operate in a single stage. This means a year comes off the rebuild timeline, from three to two years, so we expect to return to our brand-new LC in 2021-2022.
3. With this saving of a year, and there being no need for relocatables to shift us around in, there is a saving of approximately \$1 million. This money does not leave the budget so is used to enhance what we will be getting.

Our Education Brief, master-planning, preliminary and developed design are well-completed, and we are now entering detailed design. In essence, the school and wider community are determining what sort of school they wish their Linwood College to be, both now and projecting 40-50 years into the future – the lifespan of the new school buildings.

To contextualise our re-build in terms of our roll numbers. Before the earthquakes our school roll, Yrs 9-13, was 1100. Three years ago it was under 550, Ys 7-13. It is now 700, Yrs 7-13. We are to be re-built immediately for 850 and master-planned for 1800 learners. We are all privileged to be in this position.

Through our consultation and conversations to date, we know the importance for our learners' success of what we are calling responsive learning environments. We value responsive flexibility as it enables personalisation of learning. Of key importance to us is that within the personally and culturally responsive curriculum and pedagogy we do not have a hierarchy of pedagogy. Teachers create learning experiences that will meet the needs of their ākonga across the full range of pedagogy, from single-focus teaching through to collaborative practices for a connected curriculum, and we are designing our learning spaces to enable this responsiveness of practice.

The importance of digital learning for personalising learning, promoting learner agency and learner ownership of their learning is a key principle for us. We are implementing a stepped BYOD plan with chromebooks being the preferred device.

Our consultation reinforced for us the importance to our school of the totality of the New Zealand Curriculum with learning connected across the learning areas. We recognise the socio-cultural constructivist nature of learning with the coherency of the 'whole student' and wellbeing for learning being at the centre of all that we do.

Similarly, and reflecting the NZC, our intention is to be an integrated Yr 7-13 school, based on the Learning Pathway of Yrs 7-10 – the Junior School, and the Career Pathway of Yrs 11-13 – the Senior School. At present, there is emerging Yr 7-8 collaboration with Yr 9-10 teachers, and across Yrs 9-13. This is essential for our school.

Another important theme is Linwood College's developing productive relationships with our partner primary schools. We are in two functioning Kāhui Ako: Tamai and Aupaki.

Tamai is the schools in the wider Linwood-Woolston area: Bamford, Bromley, Linwood Ave, Linwood College, Linwood North, Tamariki, Te Waka Unua. Janeane Reid, Principal of Te Waka Unua School, is our lead principal. Tamai has had a focus for some years of being a Community of Learning explicitly from early-childhood centres through to tertiary study and the workforce.

Similarly, what was the Bays cluster of schools, are now the Aupaki Kāhui Ako, renewing the educational pathways from these schools and their communities into our school. The Aupaki schools are: Heathcote Valley, Linwood College, Lyttelton, Mt Pleasant, Our Lady Star of the Sea, Redcliffs, Sumner. Brendan Wright, Lyttelton School, is the Aupaki lead principal will have this role. A key focus for Aupaki is Well-being and Positive Education.

Linwood College looks to its future with confidence as it partners with its community.

For further information about this position, our school and the wider context, please feel free to contact us as below:

Dick Edmundson: 03 9820100 ext 839; 027 622 1090; [en@linwoodcollege.school.nz](mailto:en@linwoodcollege.school.nz)

Lee Walker: Centre Manager: 03 3797 851; 027 758 6021; [wlk@linwoodcollege.school.nz](mailto:wlk@linwoodcollege.school.nz)

Christine Donaldson: Tech Centre team leader; [don@linwoodcollege.school.nz](mailto:don@linwoodcollege.school.nz)

Ngā mihi nui

Richard Edmundson

*Tumuaki - Principal*

85 Aldwins Road, Linwood  
PO Box 24 034, Christchurch 8642, New Zealand  
Telephone: +64 3 982 0100  
Email: [secretary@linwoodcollege.school.nz](mailto:secretary@linwoodcollege.school.nz) Website: [www.linwoodcollege.school.nz](http://www.linwoodcollege.school.nz)