



**Linwood
College at
Ōtākaro**

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

7 September 2019

Kia ora. Talofa. Kia Orana. Mālō e lelei. Bula. Fakaalofa atu. Namaste. Kumusta. Greetings from the Linwood College at Ōtākaro community.

Thank you for your interest in the permanent position of Health and Physical Education teacher starting 2020.

Applications for the position close 9am Thursday 26 September 2019.

Application is by a covering letter, cv and the Linwood College at Ōtākaro (LCŌ) application form available from the LCŌ website: www.linwoodcollege.school.nz The website also has a number of accompanying documents to outline the present and future culture and direction of our school.

Posted applications are to be sent to:

HPE position

Linwood College at Ōtākaro

PO Box 24-034

Christchurch 8141

Emailed applications: ed@linwoodcollege.school.nz

Rosanna Katene, Head of HPE, writes of this position:

Our Health and Physical Education learning area is lucky to teach Health and PE from Yr 7 to NCEA Level 3. We are currently looking to expand our curriculum in 2020 and beyond, by offering courses that are less 'traditional', in order to better meet our students' needs. Our holistic approach to teaching and learning is well received by our students and their whānau, with a focus on wellbeing through everything that we do.

We expect our Health and PE teachers to understand the importance of culturally responsive and relational pedagogy, and that personal success can be different for everybody. Therefore, teachers should have an ability to shape the learning to better reflect the values of our students and their whānau.

It would be advantageous to have experience teaching senior Health and/ or PE.

We make all our staff appointments to our kura very carefully. Linwood College at Ōtākaro is in a re-building 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, this year we altered our deaning structure, and we now have a new house structure and a combination of vertical and horizontal deans.

ERO reviewed us in 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 LCŌ school culture – agency and personalised pathways for Mauri Ora: Flourishing Well-being.

All of LCŌ's teaching roles are founded on inquiry for positive change, including inquiring into and developing our own teaching practices. LCŌ-wide, our levels of inquiry – administrative inquiry, teacher-practice inquiry, middle and senior leadership inquiry – are evidenced-based and arise from Mauri Ora through Ako, 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 LCŌ, for coherent integration and the common good.

At Linwood College at Ōtākaro 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 at Ōtākaro 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 at Ōtākaro 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. At the start of term 3 we temporarily relocated to the former Avonside GHS site for the duration of the rebuild. We are calling this site Linwood College at Ōtākaro and we are honoured to be able to contribute to the proud history of education on this site.

The temporary move is a very good step for us, for while it has its own processes to work through, there are four major positives:

1. LCŌ 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 3.5 to 2.5 years, so we expect to return to our brand-new LC in 2021.
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.

4. The buildings and spaces at LCŌ are in much better condition, and warmer, than what it has been like at LC Aldwins Rd over the past few years. As one parent put it, “We are getting an upgrade before our upgrade.”

Through the processes of our Education Brief, master-planning, preliminary design, developed design, and detailed design, the school and wider community have determined 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, Yrs 7-13. It is now 730+, Yrs 7-13. We are to be re-built immediately for 850 with master-planning for a second stage of 1200 learners and a third stage 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 the time-honoured 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. This way the particular learning and social needs of the different age groups, and the diversity of individuals within this, can be met, but all with the coherency of whole-school pathway. Our learners experience the positivity of a poutama of stepped expectation and achievement.

Another important theme is Linwood College at Ōtākaro’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, LCŌ, Tamariki, Te Waka Unua, Whītau (Linwood North). 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, is now the Aupaki Kāhui Ako, renewing the educational pathways from these schools and their communities into our school. The Aupaki schools are: Heathcote Valley, LCŌ, Lyttelton, Mt Pleasant, Our Lady Star of the Sea, Redcliffs, Sumner. Brendan Wright, Lyttelton School, is our Aupaki Lead Principal. A key focus for Aupaki is wellbeing and Positive Education.

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

For further information about this position and our school please free to contact me or Rosanna Katene, Head of Health and Physical Education.

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Ngā mihi nui

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