



# Rotorua Boys' High School

## Job Description

<b>Position:</b>	<b>Director of Learning at the Rotorua Activity Centre (Awhina School)</b>
<b>Responsible to:</b>	<b>Principal and Board of Trustees via the Head of Department Guidance</b>
<b>Functional relationships with:</b>	<b>Teaching staff Support Staff Deputy Principals Principal Students Parents and Caregivers</b>
<b>Dated:</b>	<b>August 2021</b>
<b>Position Term:</b>	<b>Permanent</b>

### **School background:**

Rotorua Boys' High School is a State boys' secondary school of approximately 1050 students. It is one of five Rotorua high schools and caters for students from Year 9 to Year 14. The school opened in 1914 as the Rotorua District High School before becoming Rotorua High and Grammar School in 1927. Rotorua Boys' High School evolved from these beginnings in 1959.

The school includes an off-site attached unit based in Pererika Street known as the Rotorua Activity Centre, or more commonly known as Awhina School. The School also has a 140 bed Hostel known as Tai Mitchell House.

Rotorua Boys' High School is known to many in the community as 'Raukura'. Don Stafford explains the historical background to this name.

*"It has always been my understanding that 'Raukura', though literally referring to a feather or special plume, in fact conveyed a much more significant shade of meaning. In some measure those described as possessors of the 'Raukura' were of particularly significant stature. They were considered to have justified such a privilege by reason of illustrious lineage, extremely noteworthy leadership or some remarkable achievement in another field – perhaps warfare, diplomacy or unparalleled knowledge. Being considered worthy of the 'Raukura' would undoubtedly have been an accolade sought by aspiring tribal members in the past. When ultimately bestowed (by general consensus) on a deserving individual, it clearly indicated a level of excellence of the greatest merit. Academic achievement has, particularly during the 20<sup>th</sup> century, been recognised as the single most vital element in the advancement and well being of us all. I can only presume that this was clearly*

*apparent to those of the 1920's whose efforts resulted in the establishment of Rotorua High and Grammar School in 1927. The remarkable and farsighted education endowment made by the Ngati Whakaue people some 40 years even before that, is evidence enough of their support of and belief in education. I have no doubt that the use of 'Raukura' was a subtle message of encouragement for all to take advantage of education, to seek excellence and thus justify the 'Raukura'."*

#### Rotorua Boys' High School Taonga

- The concept of 'Raukura'
- The administration block
- The school's relationships with Ngati Whakaue
- The foyer and Memorial Hall carvings
- The Trevor Nathan Sculptures "Raukura" and "Te Hokinga"
- The Roi Toia Sculpture "Tane Raukura"
- The school magazine that carries the title '*Raukura*'
- The trees that adorn the school's grounds
- The prefect system
- The house competition
- The house group system
- Tai Mitchell Hostel
- The Former Students of the school
- The 'Hall of Fame'
- The 'Pro Patria' Rolls of Honour
- The Annual Prizegiving Ceremony
- The Harwood Library
- The Ryder Gates
- The Millennium Centre

#### Our motto:

***"AD ASTRA PER ASPERA"***  
***"To the stars through rough ways"***

This motto is, so far as I have been able to determine, not a quotation from ancient literature. It may well have been composed by the school's foundation Principal. If so, he almost certainly had in mind the famous motto of the Royal Air Force (and the Royal New Zealand Air Force) PER ARDUA AD ASTRA, which means "Through steep ways to the stars" and makes the same suggestion as the school motto. The RAF motto was created for the Royal Flying Corps (forerunner of the RAF) in 1913; the reference to the stars was, of course, particularly appropriate for that body, but the motto as a whole was certainly intended to have the wider implication indicated above. (Dr W.F. Richardson, Senior Lecturer in Classics, University of Auckland).

Our motto caters for our students who come from all walks of life, and who bring with them their own special talents and needs. Our motto helps us to work with each of our students and to assist them to succeed, whilst at the same time providing them with the tools to make that success possible.

Our original Latin motto and the equivalents in both Maori and English combine together to give us as a school not only a special identity, but also a common purpose.

**WHAIA TE ITI KAHURANGI**  
**AIM HIGH DESPITE ALL DIFFICULTIES**  
**AD ASTRA PER ASPERA**

## **Our vision is:**

***To become the outstanding Boys' High School in New Zealand***

## **To achieve the vision, we will focus on:**

- The academic achievements of our students.
- The sporting achievements of our students.
- The achievement of our students in cultural activities.
- The development of leadership qualities of our students.
- The development of citizenship qualities in our students.

## **Key responsibilities and outcomes**

- 1) Ensure that Awhina has a proactive relationship with all of the possible contributing Schools.
  - To maintain monthly contact with each of the Guidance Counsellors of each of the contributing schools.
  - To provide a weekly attendance return to each contributing school relative to students from that school.
  - To actively and positively promote the programmes and advantages of Awhina School to the contributing schools and the public.
- 2) To ensure that students enrolling at Awhina will be assessed and processed – in conjunction with parent/caregiver and the contributing school.
  - To ensure an up to date and active Individual Education Plan (IEP) is established for each student enrolling at Awhina.
  - To receive from the base school of each student the information and detail to allow an effective IEP to be established within one week of that student enrolling.
  - To ensure base data has been collected and that there is testing and data/evidence collection to allow a student's progress to be both monitored and measured.
- 3) To be responsible for the development, maintenance and effectiveness of the learning programmes and the learning environment at Awhina. The Director is the Leader of Teaching and Learning at the school.
  - To ensure teaching and learning programmes are individualised to best reflect and meet the needs of every individual student.
  - To ensure that Awhina School provides a modern learning environment for its students.
  - To promote and model for self and staff the host school's Effective Teaching Profile.
  - To ensure that effective programmes are developed in areas of social development, health and vocational education.
  - To ensure 80% plus daily attendance for each Awhina student in the learning process.
  - To ensure there is effective behaviour management systems in operation.
- 4) Create a professional environment where the transitions between Awhina and the base schools are conscious and deliberate.
  - To ensure that the established reintegration model is followed for each student reintegrating to their host school.
  - To establish for each student reintegrating a report summarising the key elements of the students IEP and a set of measurements showing progress against the IEP for the time at Awhina School.
- 5) Be responsible for effective planning and goal setting for Awhina, for the staff, for the student programmes and for the liaison with contributing schools.
  - To ensure effective self review processes are in place for teaching and learning and operational practices within Awhina.

- To ensure staff, student and whanau voice is collected annually to support the self review process.
  - To establish an Annual Plan for Awhina by the end of February each year that builds on the outcomes of the review process to enhance the effectiveness of the school.
  - To ensure the Annual Plan has a focus on student learning outcomes.
- 6) Be responsible for the strategic direction of the school – so that it is effective and working alongside the requirements of all contributing schools.
- To ensure collect feedback from contributing schools annually to support strategic planning and the establishment of an Annual Plan.
- 7) Ensure high quality teaching – with individualised and differentiated programmes to meet individual student needs.
- To provide evidence of good weekly planning of teaching programmes for both teaching staff members.
- 8) Create structured development of teacher learning and on-going professional development for self and staff.
- To ensure all components of the Professional Growth Cycle of the host school are completed for self and teaching staff members at Awhina.
  - To ensure effective and relevant professional development/professional learning is put in place for self and teaching staff members on an annual basis.
- 9) Ensure all Health and Safety issues in and around Awhina School are in place.
- To ensure that Awhina School is a safe environment for students and staff.
  - To ensure all EOTC requirements of the host school are met for all EOTC events.
  - To provide formal and acceptable evidence of behaviour incidents, wilful damage, stand downs and exclusions each term to the Principal of the host school.
- 10) Ensure that there are educationally powerful connections in place with families, whanau and the community.
- To ensure that Awhina School is open for instruction 380 half days per year.
  - To provide each term a newsletter to families and whanau and the Principals of the contributing schools.
  - To hold a family group conference for each student every term.
- 11) Provide professional leadership which focusses the school culture on teaching and learning.
- To actively promote high learning expectations and outcomes for all staff and students.
  - To actively promote pedagogy appropriate for a modern learning environment.
- 12) Develop and use management systems to support and enhance student learning within an effective school environment.
- To provide effective resource and financial management practices.
  - To ensure the Awhina physical environment (both buildings and grounds) are presented in a clean and tidy way at all times.
  - To ensure effective communication and relationships with Senior Management at the host school namely Rotorua Boys' High School.

## General Responsibilities

- Manage on a day to day basis the Awhina Site and all allocated resources.
- Provide instruction as required by the school's timetable in subjects in which qualifications and skills are held.
- Implement the RBHS Charter and ensure compliance with all Policies and Procedure Documents.
- Meet all requirements of Board policy, particularly those that apply to staff dress.
- Maintain and develop own professional development skills, and establish professional development programme.
- Take part in the RBHS Professional Growth Cycle.
- Be responsible for own safety, notifying the HOF and Principal of any possible work hazards or incidents.
- Meet annual objectives as agreed by the HOF, Principal and Board of Trustees.
- Assist the Principal and/or HOF in special assignments as requested from time to time.

## Person specifications

### Essential requirements:

- Teaching Degree.
- Teaching experience.
- A high degree of personal presentation and professional skill.
- Excellent communication skills.
- Knowledge of the Privacy Act.

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<b>Signed by</b>	<b>Date</b>
_____	_____
<b>Signed by A.C. Grinter on behalf of the Board of Trustees</b>	<b>Date</b>