



**Linwood
College at
Ōtākaro**

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

9 April 2021

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 this full-time, fixed-term 2021 position of Head of Department for English Language Learning (ELLs) and international students. The position starts on Thursday 20 May and is for the rest of 2021. The position has 2MU and 2MMA.

The position is to replace the present fixed-term HOD who is leaving Christchurch. It is a fixed-term position as the permanent HOD is in a 2020-2021 SLT position in our school.

Applications for the position close 9am Monday 3 May, the first day of term 2.

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:
HOD ELLs and International Students 2021
Linwood College at Ōtākaro
PO Box 24-034
Christchurch 8642

Emailed applications: ed@linwoodcollege.school.nz

English Language Learning students are 37% of our school. We welcome the diversity and global outlook that this brings into our community. We are looking for a ELLs leader and teacher who is passionate about ELLs in itself and connecting ELLs with other Learning Areas and aspects of LCŌ life so our ELLs students:

1. are English-language confident in their daily life
2. are English-language confident to access the rest the curriculum
3. flourish in their cultural identity at Linwood College

We recognise the importance of ELLs and its relationship to the other Learning Areas to ensure that we meet the social and learning needs of our students in the best way that we can. For us, the social and learning needs are two sides of the same wellbeing coin.

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 through Ako. 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 through Ako, we are looking at how our structures deliver the NZC to ensure that our curriculum, learning pathways and connections, and pedagogy are as accessible to our learners as they can be. We are looking to appoint a leader who can create positive learning dispositions in their learners, playing their part in creating the new LC school culture. Assessment for Learning (AfL) principles are foundational to this.

We are deeply aware of the prime importance of the “front pages” of the NZC as well as comprehensive English Learning Area knowledge, for exploring self and interactions with others. This is particularly relevant for individual and community wellbeing in our post-earthquake environment.

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, AfL inquiry, positive learning dispositions in our learners. All our staff are to play their part in creating our LCŌ school culture – agency and personalised pathways for Mauri Ora through Ako.

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 work for Mauri Ora through Ako.

As well as the national factors and changes impacting on all schools, LCŌ has been through considerable internal change over the past years. In 2019 this culminated in shifting school sites. Through all these times we have attempted to keep learning and teaching at the centre and over 2020 and 2021 we are centering particularly on Yr 7-10 Mauri Ora through:

- Yr 7-10 social learning: how we use our school values and the Key Competencies
- Yr 7-10 academic learning: visible learning, learner-affirming progress.

We recognise that social and academic learning are inextricably linked – Mauri Ora is the whole person – but for clarity of thought and implementation we have this separation.

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 leader 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 recognise, 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 2019 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 do 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 school for term 2 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.
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. Four years ago it was under 550, Yrs 7-13. Our 2021 staffing roll is 754, Yrs 7-13. We are to be rebuilt 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.

As part of our school’s redevelopment we are to have a wonderful new name for our return to Aldwins Rd gifted to us by Ngāi Tūāhuriri. We will be Te Aratai College. Information about this name is in a separate document.

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. We are presently in internal

conversation as to what our curriculum content and structures should be to position our students best for their progress and success, success as themselves.

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 a 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, and Scot Kinley, Principal of Bromley School, are our co-Lead Principals. 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-Te Aratai 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:

For further information about this position and our school please free to contact Christa White, Head of ELLs/International; Katie Stanton, SLT with the ELLs/International portfolio; or me.

Katie Stanton: 03 9820100 ext 899; 027 500 4009; kst@linwoodcollege.school.nz

Dick Edmundson: 03 9820100 ext 839; 027 622 1090; en@linwoodcollege.school.nz

Ngā mihi nui
Richard Edmundson
Tumuaki - Principal