



KINDERGARTEN: Glen Warren - Te Ana a Raki Kindergarten
40a Torridge Street
OAMARU 9400
Phone: (03) 434 2422 ext. 3

CURRENT STAFF:
Head Teacher Karen Hailes
Teacher Mel Read
Karen Brown
0.60 Teacher To be appointed
Teacher Aide Christine Voyce

Glen Warren opened on the 05th August 2013 and is a school day all year kindergarten with a roll of 30 during term time and 40 during term breaks.

DESCRIPTION OF THE ASSOCIATION:

The Oamaru Kindergarten Association was established as an educational facility in 1952. The Association has five (5) kindergartens in the Oamaru township area.

- Casa Nova runs three (3) six (6) hour sessions a week for the older children and two (2) six (6) hour sessions for the younger children per week.
- Edna McCulloch runs five (5) six (6) hour sessions a week for the mixed aged children.
- Holmes Kindergarten runs five (5) six (6) hour sessions a week for mixed aged children.
- Maheno Kindergarten runs five (5) six (6) hour sessions a week for mixed aged children.

DESCRIPTION OF GLEN WARREN'S COMMUNITY:

Glen Warren Kindergarten is situated within a diverse community in the middle of Oamaru with a high percentage of priority learners. This Kindergarten neighbors two (2) primary schools and is close to the main shopping centre.

Children's learning is supported by the provision of healthy lunches each day with opportunities provided for families/whānau to participate in the preparation of morning kai for the children.

As Glen Warren Kindergarten is situated closely to two (2) primary schools it has a unique transition to school programme which supports both tamariki and whānau with a smooth transition.

Glen Warren Kindergarten's structure and organisation allows for shared decision making and promotes a reciprocal partnership between our families/whānau, community and the kindergarten. Parent participation is encouraged and well-supported throughout our programme.

ATTRIBUTES OF APPLICANT THAT WOULD BEST SUIT THE NEEDS OF THE KINDERGARTEN:

We are looking for an enthusiastic teacher who:

- Preferable has some kindergarten teaching experience however, this position would be suitable for a beginning teacher.
- Can demonstrate a high level of knowledge of Te Whāriki, the Treaty of Waitangi, Te reo and tikanga Māori.
- Has a clear understanding of the purpose and process of internal review, assessment, planning and evaluation.
- Has a strong pedagogy of teaching and learning from a socio-cultural perspective.

- Can initiate and plan the kindergarten program and practices to reflect a commitment to focusing the kindergarten on continual improvement.
- Demonstrated expertise and refined approaches in all aspects of curriculum assessment and evaluation practices.
- Demonstrate a high level of commitment to children's well-being and social competence.
- Can maintain high expectations of all children that value and promote learning.
- Demonstrate highly effective communication skills when interacting with children, colleagues or family/whānau.
- Has the ability to facilitate the development and implementation of practices that reflect the dual heritage of New Zealand as well as supporting and taking a positive role in strengthening multi-cultural practices within the Kindergarten.
- Has work and life experiences to support the requirements of the priority learner while establishing positive relationships with parents/whānau.
- Is a strong team player that can support an existing team to continue to move forward.
- Holds additional qualification and/or life experiences to support the requirements of the priority learner while establishing positive relationships with parents/whānau.
- Can confidently identify, establish and foster professional partnerships within and between the kindergarten and the wider community.
- Someone who is passionate, conscientious, enthusiastic, flexible and an exceptional communicator.
- Loyal, committed, organised, systematic, a good time manager, tidy by nature, honest and reliable. Sensitive, welcoming, friendly, well-presented, and a good sense of humour.

We currently have a strong collaborative team whose focus is on children achieving their full potential; the successful applicant should be highly trained and have the commitment to their own ongoing learning.