



### **About Huntsbury Preschool**

Huntsbury is a safe, nurturing and exploration-rich learning environment Community Based Preschool offering children a nurturing, stimulating environment that is both educational and fun, one that encourages children's individual development. We are committed to providing quality care and education for preschool children aged 2 to 6 years.

### **Our Philosophy**

Our Community-Based Preschool offers tamariki/children a safe, happy, nurturing, inclusive and exploration-rich learning environment that engages and challenges nga tamariki/children's individual interests, strengths and dispositions. Strong collaborative relationships between whānau/family, kaiako/teacher and tamariki/children are at the heart of our practice.

Whānau are respected as the first and most important teachers of their tamariki/children. Teachers/nga kaiako value prior knowledge, embrace all cultures, actively make connections between home and Preschool, which support open and reciprocal relationships.

### **Huntsbury Preschool Vision**

To empower, nurture and grow each tamaiti/child's unique self and capacity as a resilient, culturally aware, socially competent, happy and respected lifelong learner.

### **High teacher to child ratio**

Huntsbury Community Preschool aims to provide an adult-to-child ratio that is above the minimum requirements. Our fundraising and funding allows us to have three – four registered teachers within our preschool.

### **What we are looking for**

Huntsbury Preschool is a special place, and we are seeking a special person with special talents as Centre Manager to lead our small, dedicated teaching team based at our Preschool in Huntsbury with the best views in the city.

The team aspire to develop further the local curriculum which boasts very calm and natural environments as well as to enhance the loving and respectful relationships between Kaiako, tamariki and whanau. To achieve this the new leader will listen and act, taking on board existing systems and enhancing them, working alongside the children, teaching team, board and wider community. "Bringing people with you" will be the mantra of the new leader.

The teaching team have huge commitment to the Preschool, not least they are all "Huntsbury mums" and the new leader will find a team that will work collaboratively with the new Centre Manager to continue to enact the philosophy that has evolved over many years at Huntsbury.

**Kaiwhakahaere Pokapū/Kaiako Kōhungahunga  
Centre Manager/Early Childhood Teacher  
Position Description**

**Hours of Work:** Permanent role, fixed hours across management and teaching. Fixed start and finish times.

**Location:** Huntsbury Preschool, 30H Huntsbury Avenue, Christchurch and work remotely from their home where appropriate and in cases where the preschool premises are unable to be used. This may also include such other location that Huntsbury Preschool Inc may establish in the future

**Responsible to:** Huntsbury Board via the Chair

**Direct reports:** Kaiako, relievers, support staff

**Relationships**

External	Internal	Committees/Groups
<ul style="list-style-type: none"> <li>• Ministry of Education</li> <li>• Education Review Office</li> <li>• Professional Agencies</li> <li>• Local community</li> </ul>	<ul style="list-style-type: none"> <li>• Tamariki/children</li> <li>• Whanau/Caregivers</li> <li>• Kaiako/teachers</li> <li>• Relievers</li> <li>• Board</li> <li>• Student teachers</li> <li>• Visitors</li> <li>• Support staff</li> </ul>	<ul style="list-style-type: none"> <li>• Board sub-committees</li> </ul>

**Purpose of the position**

To oversee the effective day-to-day management of Huntsbury Preschool.

To work in partnership with the Board to ensure high quality care and education aligned to key ECE and legislative requirements

To provide leadership that ensures all Kaiako and children are engaged in ongoing learning pathways, that ensure equity and excellence and promote positive outcomes for tamariki/children’s learning.

## **Key Accountabilities**

### **1. Professional leadership**

- Provide professional leadership, leading by example and involved hands on in all aspects of the Preschool's operation.
- Lead the further development of Te Ao Maori at Huntsbury Preschool.
- Ensure Huntsbury preschool meets its responsibilities under Te Tiriti o Waitangi the Treaty of Waitangi.
- Balance and maintain parent, child and staff input into the child-led learning ethos and programmes.
- Plan and implement strategies that maximise enrolled children and occupancy rates.
- Work in accordance with legal, culturally safe and professional standards.
- Maintain and develop knowledge of all aspects of early childhood teaching practice and theories of learning.
- Participate in the development of strategic and operational plans with the board chair and board of Huntsbury Preschool
- Ensure new initiatives such as NELPs are integrated into strategic planning.
- Apply critical reasoning to decision-making.

### **2. Operational Management**

- The Centre Manager is the day-to-day manager of the Preschool, operationally and practically with the staff.
- Engage in warm, positive relationships with all tamariki/children.
- Communicate regularly with all whānau/parents in a professional, respectful and considerate way, ensuring a strong partnership between Huntsbury Preschool and home.
- Ensure effective communication systems are in place and that all parties are well informed about all matters relating to Preschool operations.
- Responsible for all performance and development of the teaching staff including appointments and registrations.
- Work together with the Board to ensure the financial viability of the Preschool.
- Oversee the purchase of all capital items.
- Ensure wages and staffing ratios are maintained within requirements.
- Liaise with Administrator to create draft budgets and provide reliable information to plan according to future resource requirements.
- Ensure, with the Board, that Preschool licences accurately reflect current Preschool operations.
- Report fortnightly to the Board and complete monthly written report and meet with Board to report on the Preschool progress, requirements and notify any relevant issues.
- Co-ordinate fortnightly teaching team meetings.

### **3. Tamariki/Children**

- Promote a welcoming environment for people of all cultures through acknowledging and respecting languages and heritages of all tamariki/children and whānau.
- Ensure that the principles of Te Whāriki underpin the curriculum and the assessment and planning processes.

- Monitor standards and maintain an environment which is attractive, clean, healthy and safe.
- Oversee the resource budget to ensure tamariki/children have access to a rich library of experiences.
- Contribute to a learning environment that promotes trust, respect and co-operation.
- Plan learning experiences to support high levels of engagement and promote positive learning outcomes for tamariki/children.
- Use resources and the environment to enable tamariki to choose, experience challenges and revisit prior learning.
- Contribute to designing a learning environment that promotes trust, respect and co-operation.
- Work alongside kaiako to create potentiating learning environments that maximise effective use of all resources.
- Monitor the engagement levels of kaiako and tamariki.
- Demonstrate strategic modelling of management and teacher behaviour to staff and children.
- Maintain high staff-to-child ratio to provide quality service and attention to detail for children and to enable staff to be released to perform to a high standard.
- Manage parent help programme.
- Liaise with and meet parents (and prospective parents).
- Be available for meetings with parents regarding child needs.
- Oversee individual educational programmes for children with particular needs including liaison with all relevant external agencies and stakeholders.

#### **4. Curriculum Delivery and Programme Planning**

- Meet the requirements for Te Whāriki New Zealand Early Childhood Curriculum and other working documents.
- Oversee all planning for individual children and for the whole Preschool.
- Ensure weekly emergent curriculum are planned and implemented appropriately.
- Promote a positive feedback environment and gather evaluative information from Parents, Children, management and from staff meetings (both formally and informally) to make sure that the Preschool is meeting needs and wants.
- Create and formulate opportunities for growth in the Preschool and develop initiatives e.g. community-based parent support / education. preparation for school programmes.
- Contribute to providing a bicultural curriculum that is woven authentically into the design for learning.
- Cater for all learning styles and support individual strengths and interests.
- Support the development of IDL as appropriate in conjunction with external agencies.
- Provide opportunities for whānau to contribute to their child's ongoing learning.

## **5. Teaching**

- Use intentional teaching to respond and engage with all learners. Role Model a wide range of teaching strategies to promote equity, excellence and value cultural diversity.
- Use intentional teaching to respond and engage with all learners.
- Use critical enquiry and problem solving to evaluate the effectiveness of teaching and outcomes for all learners.
- Role model pedagogical leadership in all aspects of intentional teaching practice.

## **6. Reporting - Ministry of Education**

- Oversee all MOE and funding returns.
- Meet early childhood regulations, making sure that the programme and preschool behaviour meets requirements at all times.

## **7. Administration**

- Respond to email and verbal requests in a timely manner.
- Ensure that all staff qualifications and registration details are on file and up to date within the preschool.
- Manage the annual PLD budget.
- Manage the Preschool complaints process and report to the board any issues, referring any major issues immediately.

## **8. ERO**

- Participate in ERO reviews.
- Assist and support Preschool staff through the ERO process.

## **9. Relationship Management– Internal**

- Work to enhance quality working relationships with all staff.
- Use a range of leadership approaches to inspire and guide individuals and the team towards achieving goals.
- Maintain transparent communication with all staff and the board.
- Take responsibility for overseeing the behaviour management of children.

## **10. Relationship Management- External**

- Build relationships with staff and external agencies to enable trust and confidence in the Preschool's operations.
- Create whanau newsletters and other communication tools.
- Update the notice board as required
- Plan, organise, manage and attend whanau events for example; guest speaker evenings.

## **11. Management – self**

- Engage in professional appraisal process and professional growth cycle including seeking professional leadership mentoring and feedback to ensure renewal of practicing certificate and development of professional knowledge and skills.
- Identify opportunities and undertake professional learning to build leadership and teaching skills.

## **12. Management- Staff**

- Provide human resource management for all staff including appointments, performance management and professional development.
- Organise and support staff relationships.
- Prepare rosters fortnightly in accordance with the identified work-life balance priorities for staff (and individual employment agreements).
- Guide individuals and the team towards achieving outcomes while building team cohesion, competence and performance. Respond to conflict situations in a calm and timely manner, dealing with any performance issues promptly and as a good employer would.
- Carry out performance appraisals including Professional Growth Cycle for all staff annually and informally as required and undertake Mandatory Reporting to the Teaching Council if required.
- Promote self-management and accountability.
- Induct and mentor staff and update knowledge about ECE regulations and all other relevant legislative requirements. Ensure all staff can apply the regulations and requirements.
- Ensure staff adhere to policies and procedures at all times.
- Monitor staff rosters to ensure compliance with ratio and qualification expectations.

## **13. Health and Safety**

- Ensure tamariki/childrens' health and safety are protected and promoted.
- Use and promote the use of daily and monthly updates on safety in staff meetings and the health and safety register.
- Ensure that the Preschool implements effective systems for identifying and managing hazards. Update the risk register in collaboration with the board.
- Ensure that the Preschool prominently displays up-to-date hazards identification when necessary.
- Ensure the preschool's cleanliness is of a high standard and that all maintenance for the preschool is identified and actioned.
- Manage the role of the cleaner.
- Monitor accidents and incidents to staff, children and visitors (including whanau) in the preschool and ensure that these are recorded and notified promptly according to Preschool procedures.
- Liaise with the board regarding any Building issues
- Provide advice and support to Preschool staff in the event of a serious incident or accident.
- Follow-up on serious incidences and accidents, including notifying/contacting whanau where appropriate and the Department of Labour in collaboration with the board.
- Undertake appropriate evacuation and hazardous event drills.

#### 14. Evaluation and Review

- Regularly reflect on preschool management and ensure that the Preschool philosophy and environment meet the requirements of tamariki, whānau and Ministry of Education
- In collaboration with whānau, Board and all kaiako, set the vision, philosophy, learning priorities for the annual Strategic Plan.
- Prepare an Annual Report for the AGM.
- Manage the Policy Review schedule in partnership with the board, ensuring that all relevant parties are consulted

#### 15. Networking and Collaborating

- Take opportunities to network with other community-based Preschools as needed
- Use Child Forum as tools where needed.

Person specifications:	Essential	Desired
<b>Education and Qualifications</b>	<ul style="list-style-type: none"> <li>• Diploma with upgrade or Bachelor of Teaching ECE</li> <li>• Current registration with New Zealand Teaching Council</li> <li>• Minimum 3 - 5 years' teaching experience and leadership in New Zealand ECE</li> <li>• Current first aid certificate.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepared to work to or possessing higher study e.g. postgraduate or Masters level</li> <li>• Presentation at conferences</li> </ul>
<b>Experience/ Knowledge</b>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of Te Tiriti o Waitangi, the Treaty of Waitangi and implications</li> <li>• Current NZ Driving License</li> </ul>	

Organisational competencies	Description
<b>Leadership</b>	<ul style="list-style-type: none"> <li>• Ability to develop and communicate a vision for the future, inspiring commitment to the goals of Huntsbury Preschool.</li> <li>• Ability to operationalise the philosophy, vision and values and help to facilitate change.</li> <li>• Ability to work with others, within and outside of Huntsbury Preschool to draw together a range of perspectives.</li> </ul>
<b>Teamwork</b>	<ul style="list-style-type: none"> <li>• Collaborates with other ECE Preschools and organisations to achieve objectives.</li> <li>• Actively leads, contributes to and accepts consensus decisions</li> <li>• Recognises and respects individual differences.</li> </ul>
<b>Bicultural Approach</b>	<ul style="list-style-type: none"> <li>• Understands the significance of Te Tiriti of Waitangi, the Treaty of Waitangi.</li> </ul>

	<ul style="list-style-type: none"> <li>• Displays cultural sensitivity and a willingness to work positively with organisational strategies to improve opportunities for Maori.</li> </ul>
<b>Self-Management</b>	<ul style="list-style-type: none"> <li>• Sets high personal standards and strives to achieve stretch goals.</li> <li>• Displays drive and energy and persists in overcoming obstacles.</li> <li>• Is proactive and displays initiative.</li> <li>• Is resilient to change.</li> <li>• Understands personal limitations.</li> <li>• Can work to deadlines to achieves outcomes.</li> </ul>
<b>Leaners with specific needs</b>	<ul style="list-style-type: none"> <li>• Takes action to fully comprehend the needs of all learners and their whanau.</li> <li>• Actively promotes such needs and priorities.</li> </ul>
<b>Communication/ Interpersonal Skills</b>	<ul style="list-style-type: none"> <li>• Expresses information effectively, both orally and in writing, adjusts language and style to the recipients and considers their frame of reference.</li> <li>• Can present to large groups (e.g. plenary sessions at conferences) through to one-on-one discussions with whanau and team.</li> <li>• Is digitally literate and prepared to learn new communication technologies.</li> </ul>
<b>Innovation</b>	<ul style="list-style-type: none"> <li>• Actively questions old ways of doing things, thinks outside the square and develops creative and effective solutions to improve outcomes.</li> <li>• Applies skilled analysis and sound reasoning in problem solving/decision making.</li> </ul>
<b>Flexibility</b>	<ul style="list-style-type: none"> <li>• Able to adapt and works effectively within a variety of situations, and with various individuals or groups.</li> </ul>
<b>Planning and Monitoring</b>	<ul style="list-style-type: none"> <li>• Uses action plans to accomplish goals, establishes timeframes and can realistically allocate resources.</li> <li>• Identifies and removes barriers.</li> <li>• Able to monitor progress and address problems to achieve outcomes.</li> </ul>