



**GLENITI
PRIMARY**

Out of Hours Music and Arts Kapa Haka Information Package




GLENITI SCHOOL

www.gleniti.school.nz



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NAU MAI – HAERE MAI (WELCOME)

Ngā mihi - thank you for your interest in our Timaru Schools Cluster 2026 fixed-term Kapa Haka tutor or facilitator / coordinator positions (managed under the fundholder school here at Gleniti Primary School). We hope that you will find this application package informative and useful.

Please make your application relevant to the following qualities, cluster information and job description as expressed in this application package.

Please ensure your application on the school website application form, CV and covering letter is easily photocopyable.

Further enquiries to:

Vicki McFarlane, Acting Tumuaki / Principal

(03) 686-0082

principal@gleniti.school.nz



APPOINTMENTS TIMETABLE

Applications Close	5pm Monday 20 April
Shortlisting	Tuesday 21 April
Referees Contact	Wednesday 22 April
Interviews	Thursday 23 April
Notification of Appointment	Friday 24 April
Appointment Confirmation	By Monday 27 April
Interview Venue	Tumuaki / Principal's Office Gleniti School Timaru
Positions Commence	By negotiation from 4 May 2026



Our positions require people who have....

- **Cultural Knowledge and Integrity (Mana Kōrero)** – an understanding of Te Ao Māori, Tikanga, and Kapa Haka, as well as a knowledge of, or a willingness to deeply engage with, the specific stories, waiata, and mita (dialect) of Ngāi Tahu and Kāti Huirapa (Arowhenua).
- **Education and Mentoring (He Kaiako, He Kaiawhina) Ability** – ability to engage and inspire primary and intermediate Ākonga / students (Years 1–8) of all backgrounds and skill levels, as well as a ‘mentor-first’ mindset—the ability to coach and support school kaiako / teachers (who may be beginners) so they feel confident leading Kapa Haka independently.
- **Professionalism and Communication (Whanaungatanga)** – high-level interpersonal skills with the ability to build professional relationships with Tumuaki / Principals, kaiako / teachers, and whānau across multiple schools.
- **Digital Literacy and Innovation (Te Ao Matihiko)** – basic digital skills to assist in the creation, curation, or distribution of Ngāi Tahu online video resources.
- **Compliance and Ethics (Tiakitanga)** – must meet all safety checking requirements under the Children’s Act 2014, as well as a New Zealand Driver’s License and access to a reliable vehicle (required for the rotation/school visit model).
- **Vision and Passion (Te Hiwa i te Rangi)** – a desire to see our South Canterbury tamariki and kaiako succeed on both the big stage at Flava festival and within their own school setting.

TIMARU SCHOOLS CLUSTER

The Timaru Schools Cluster (formerly known as the Timaru North / South Kāhui Ako) was formally established in 2026 following the disestablishment of the national Kāhui Ako initiative.



The cluster serves as a collaborative network of educational institutions committed to the shared vision: *"Te Tihi-o-maru kura collaborating to strengthen our community"*.

The primary purpose is to foster a vibrant, connected, and innovative learning community that improves outcomes and pathways for all learners, operating under the guiding principle that "they are all our kids".

The cluster is composed of two groups of educational providers - Kura Tāhuhu | Core Member Schools and Kura Pirihongi | Associate Schools and Settings

The cluster has identified two primary strategic challenges to guide its collective efforts and resource allocation:

1. **Connected Classrooms:** Sustaining and scaling Relationship Based Learning (RBL), collaboratively improving student attendance, and building teacher capacity to understand and manage behaviour.
2. **Coordinated Development of Curriculum Expertise:** Establishing Communities of Practice, creating learning pathways, building assessment capability, and providing rich Professional Learning Development (PLD) in English and Mathematics across all sectors.
3. **Core Principles** All collaborative activities are guided by the following principles:
 - **Shared Responsibility:** Collective commitment to all learners.
 - **Trust, Respect, and Transparency:** Open communication and respect for the autonomy of each institution.
 - **Equity and Inclusion:** Ensuring high-quality education access for all.
 - **Innovation and Inquiry:** Encouraging evidence-based practices and continuous improvement.
 - **Treaty Honouring Practice:** Acknowledging the central importance of Te Tiriti o Waitangi in all cluster activities.

The cluster maintains a central fund dedicated to joint initiatives that benefit all member schools and students. This includes professional development focused on the Relationships First framework, literacy and mathematics curriculum refreshes, and joint community celebrations and initiatives such as Matariki and Kapa Haka.

JOB DESCRIPTION - POSITION: Coordinator / Facilitator

Role Purpose: To provide strategic leadership and day-to-day administration for the Aoraki regional Kapa Haka programme, ensuring strong partnerships with Te Kāhui Mātauranga ki Arowhenua (the Education Committee of Kāti Huirapa - mana whenua) and compliance with Ministry of Education OOHMA regulations. The role coordinates a 300-hour project allocation across a "Hub and Spoke" delivery model to effectively build long-term kaiako / teacher capacity through professional partnerships, the implementation of digital learning tools, and to prepare schools for a high-quality, confident presence at the annual FLAVA Festival

Employment Terms:

- **Period of Contract:** Fixed-term part-time position, term time only. Start date to be negotiated. Ideal employment period - Term 2 Wk 2: 4 May 2026 to Term 4 Wk 3: 30 October 2026
- **Hours of Work:** 2-4 hours per week by timesheet. Hours to be agreed upon in writing and fit within the 2026 Ministry of Education overall hour allocation.
- **Remuneration:** Grade 2 - \$36.27

Key Responsibilities:

- **Strategic Liaison:** Work in partnership with Te Kāhui Mātauranga ki Arowhenua to determine programme content, delivery models, and personnel selection including alignment with the FLAVA Festival programme content, standards and cultural values.
- **Logistical Planning & Scheduling:** Design and manage the regional delivery schedule, balancing weekly after-school tuition at a central hub school with a planned rotation of visits to individual cluster schools.
- **Programme Alignment:** Ensure the delivery model focuses on "performance readiness," ensuring tutors are effectively transitioning skills to both students and in-school kaiako / teachers in time for the end-of-year event.
- **Digital Resource Oversight:** Oversee the selection or creation of online video resources. Ensure these resources are accessible to all participating schools to support their independent, follow-up Kapa Haka programmes.
- **Teacher Capacity Building:** Monitor the effectiveness of the "mentor-tutor" model, ensuring that in-school kaiako / teachers are gaining the skills and resources needed for long-term sustainability.
- **Programme Administration:** Coordinate scheduling for the allocated tutor hours, ensuring classes occur outside of normal curriculum time.
- **Staff Management:** Work with the fundholder school to oversee the recruitment and safety checking of tutors as per the Children's Act 2014.
- **Financial & Compliance Reporting:** Liaise with the fundholder school to ensure all hours are tracked and staff are paid - including travel/prep time as per agreement (using funding code MM-11240) and assist with reporting termly to the regional Ministry office.
- **Equity Oversight:** Ensure the programme is accessible to all Year 1-8 students in the area, prioritising those from higher equity index schools for cost-free access.

Key Performance Indicator (KPI):

- A seamless rotation schedule that ensures every school in the cluster receives direct on-site support and central hub access, leading to full participation in the FLAVA Festival.

JOB DESCRIPTION - POSITION: Tutor

Role Purpose: To deliver high-quality Kapa Haka tuition across agreed locations to primary Year 1-8 students that prepares ākongā / students and kaiako / teachers to perform with excellence and mana, while mentoring kaiako / teachers to build their long-term capacity for in-school instruction. This role involves a mix of central group instruction and traveling to individual schools to provide targeted, on-site mentoring and resource support including provision of the digital tools necessary for schools to sustain their own practice.

Employment Terms:

- **Period of Contract:** Fixed-term part-time position, term time only. Start date to be negotiated.
Ideal employment period - Term 2 Wk 2: 4 May 2026 to Term 4 Wk 3: 30 October 2026
- **Hours of Work:** 10 hours per week by timesheet (inclusive of travel time). Hours to be agreed upon in writing and fit within the 2026 Ministry of Education overall hour allocation.
- **Remuneration:** Step 1 - \$35.52 per hour (unless tutor can verify 200 hours of previous OOHMA tutoring for a move to Step 2 - \$46.52).
- **Cancellations:** Entitled to at least 24 hours' notice for class cancellations if payment is to be withheld.

Key Responsibilities:

- **Instruction:** Lead Kapa Haka classes (including waiata and cultural expression) for ākongā / students in Years 1-8 including a focus on performance techniques, stage presence, and the "ihi" (power/excitement) needed for a public showcase, ensuring students feel proud and prepared.
- **Cultural Integrity:** Ensure all material taught is endorsed by local mana whenua and reflects the specific cultural identity of the South Canterbury region.
- **Kaiako / Teacher Capacity Building:** Provide guidance and skill-sharing for school staff to support the transition of Kapa Haka skills into regular school activity.
- **Central Hub Instruction:** Lead weekly Kapa Haka sessions at the designated central school, focusing on collective repertoire and high-level performance skills for the FLAVA Festival.
- **Rotating School Visits:** Travel to cluster schools on a planned rotation basis to provide at-school support. This includes observing school-based practice, refining technique, and mentoring in-school teachers in their own environment.
- **Digital Content Development/Curation:** Create or utilise existing Ngāi Tahu online video resources (e.g., instructional videos of waiata, haka, and movements). These will serve as a follow-up guide for in-school teachers to use during their own weekly practice sessions.
- **Kaiako / Teacher Mentoring for FLAVA:** Explicitly train in-school teachers in the skills required to lead their groups during the festival, ensuring they feel confident in their knowledge of the material and stage protocol.
- **Lesson Preparation:** Undertake necessary preparation, administration, and reporting related to class delivery.
- **Attendance & Hours Tracking:** Maintain accurate records of hours worked and ākongā / student attendance to be validated by the host school.
- **Administration & Travel:** Maintain accurate logs of hours worked at the hub and travel/tuition time spent on school visits. Ensure all activity occurs outside of standard curriculum time as per OOHMA guidelines.

Key Performance Indicator (KPI):

- Ākongā / Students and kaiako / teachers demonstrate a high level of confidence and skill during their FLAVA Festival performance, with in-school teachers showing an increased ability to lead their own groups.



IMPORTANT NOTES FOR APPLICANTS

Thank you for applying for a position with our Cluster. Please ensure you have a copy of the job description and person specifications before completing this application.

1. Please fully complete the application form personally. Read it through first then answer all questions and make sure you sign and date where indicated on the last page.
2. Attach a *curriculum vitae* (CV) containing any additional information. If you include written references, please note that we may contact the writers of these references.
3. Copies only of qualification certificates should be attached. If successful in your application you will be required to provide originals as proof of qualifications.
4. If you are selected for an interview you may bring whānau / support people at your own expense. Please advise if this is your intention.
5. Failure to complete the attached application and answer all questions truthfully may result in any offer of employment being withdrawn or appointment being terminated if any information is later found to be false.
6. This application form and supporting documents will be held by the school. You may access it in accordance with the provisions of the Privacy Act 1993.

If you have any queries, please contact the person cited in the advertisement / this application package.