

## POSITION DESCRIPTION

<b>POSITION:</b>	<b>Service Learning Coordinator</b>	
<b>STATUS:</b>	Permanent	
<b>TIME:</b>	Full-time (1.0 FTE) 0.6 FTE teaching and 0.4 FTE Service Learning (including responsibilities as Middle School's MYP Community Project Coordinator and Base Days).	
<b>LOCATION:</b>	Kristin School, Auckland, New Zealand	
<b>VISION / CONTEXT:</b>	<p>Kristin School is an independent co-educational school for students from Kindergarten to Year 13, which aims to provide students with a superior all round education, to prepare them to be responsible global citizens, to think creatively, reason critically, communicate effectively and learn enthusiastically throughout life.</p> <p>Key to the achievement of this vision is the School's strategy of attracting and retaining the Best People.</p>	
<b>LINE MANAGEMENT:</b>	<ul style="list-style-type: none"> <li>• Reports directly to the Director of Wellbeing</li> </ul>	
<b>KEY RELATIONSHIPS:</b>	<ul style="list-style-type: none"> <li>• Executive Principal</li> <li>• Middle School Principal</li> <li>• MYP Coordinator</li> <li>• School Chaplain</li> <li>• Senior School CAS coordinator and Junior School Service Coordinators (APs)</li> <li>• Senior Leadership Team (Junior, Middle and Senior School Principals)</li> <li>• School staff</li> <li>• Students and their families</li> </ul>	
<b>SALARY:</b>	Teacher as per designated scale	
<b>JOB PURPOSE</b>	<p>The Service Learning Coordinator role is responsible for delivering Kristin's core values and special character. Kristin's founding values are set out in our motto: progress with vision integrity and love. The special character is based around the provision of a balanced and holistic educational offering to develop the whole person, that adheres and supports Christian values and through service opportunities creates a sense of belonging and purpose to make a positive difference in our community and wider world. This role includes responsibility as Middle School's MYP Community Project Coordinator; assisting the Chaplain with planning and delivery of Middle School Base Day experiences; and supporting and strengthening service opportunities through other student groups in Middle School, as well as links and support into Junior and Senior Schools.</p>	

Accountabilities	Responsibilities & Expectations	Performance Indicators
<b>1. Teaching</b>	<ul style="list-style-type: none"> <li>• Teach a minimum of 0.6 FTE, as negotiated with the Middle and Senior School Principals.</li> <li>• Model exemplary teaching practice and provide regular feedback to the students.</li> <li>• Work collaboratively and positively within your teaching faculty and teams.</li> <li>• Produce student reports in accordance with the School's timetable.</li> <li>• Conduct formal parent interviews in accordance with the School's calendar and other meetings as required or requested.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching is undertaken in accordance with the minimum teaching load determined by the Middle and Senior School Principals.</li> <li>• Evidence of exemplary teaching practice, with students supported to achieve their best</li> <li>• Undertaking relevant professional development required for teaching in New Zealand.</li> <li>• Parents report satisfaction regarding formal parent interviews and other parent meetings.</li> <li>• Faculty and parents are satisfied with the quality of student reports produced so they are accurate and delivered in a timely manner.</li> </ul>
<b>2. Base Days and Chapel support</b>	<ul style="list-style-type: none"> <li>• Assists the Chaplain to plan and develop engaging experiential learning opportunities for Middle School students that seeks to develop character and Kristin's values.</li> <li>• Assist in delivering the Base Day experiences for the MS students – this could involve organisation of programme, teaching, supervision, and participation.</li> <li>• Through a range of difference experiences Base Days are to include opportunities to explore personal values, character development, religion and faith, biculturalism, broaden awareness of our diverse society, and to put service into action.</li> <li>• Ensure student voice is included in the annual review and enhancement of the Base Day experiences.</li> <li>• Support is provided for the Chaplain and their student Chapel team around service work.</li> </ul>	<ul style="list-style-type: none"> <li>• The Base Days are successfully planned and implemented across the Middle School.</li> <li>• There are a wide range of experiences provided for Middle School students, such as guest speakers, visiting community locations, supporting the local community, discussing, and developing ideas, values and character.</li> <li>• That Base Day's uphold Kristin's values.</li> <li>• There is positive student feedback on the Base Day experiences and evidence of this is used to seek to improve the programme from year to year.</li> <li>• That all Base Day activities adhere to Kristin's EOTC and health and safety requirements.</li> <li>• A positive and supportive approach with the Chaplain, student Chapel team and Chapel events.</li> </ul>
<b>3. MYP Community Project Coordinator</b>	<ul style="list-style-type: none"> <li>• Developing, communicating, and managing the annual timeline and delivery of MYP Community Projects at Kristin.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensuring all Community Projects reporting and monitoring requirements by IB and Kristin are met (e.g., assessment criteria, use of Managebac, presentations).</li> </ul>

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	<ul style="list-style-type: none"> <li>• Effective communications and promotions on Community Projects e.g., updates and reminders at Year 10 Dean assemblies, organise and present Year 10 parent information evening workshops.</li> <li>• Liaise with Year 10 Dean to allocate students with a supervisor and around students needing additional supports.</li> <li>• Inducting and supporting MYP supervisors to ensure they assist MYP students to successfully deliver their Community Projects.</li> <li>• Promote, organise and oversee the end of project Presentations where projects are celebrated and shared with Year 9 classes (at the end of Term 3 each year).</li> <li>• Celebrating and promoting Community Projects within Kristin and with wider community.</li> <li>• Ensure quality control of supervisors' assessment comments and grades for end-of-year reports.</li> <li>• Evaluate Community Project annually and report to MS Principal and MYP Coordinator.</li> </ul>	<ul style="list-style-type: none"> <li>• Communications around Community projects are consistently clear and timely e.g., with students, supervisors, and parents.</li> <li>• Provide necessary workshops for parents/students and PL opportunities for staff.</li> <li>• Maintain data bases of student project teams and supervisors, topics, community contacts.</li> <li>• Ensuring Community Project resources for staff and students (e.g., booklets and on Canvas).</li> <li>• Successful organisation of the annual Presentations of Community Projects.</li> <li>• Promotion of MYP Community Projects (e.g., high quality exemplars) through School channels e.g., social media, publications.</li> <li>• Annual evaluation completed and shared with MS Principal and MYP Coordinator, with clear next steps and any changes to be actioned.</li> </ul>
<p><b>4. Service Learning</b></p>	<ul style="list-style-type: none"> <li>• Responsible for coordinating service activities across the three schools. Including maintaining and sharing a whole school service calendar to ensure no conflicts with timing of projects; and to avoid competing projects (e.g., types of projects and fundraising activities).</li> <li>• Establishing and maintaining strong community links for service opportunities. This needs to include ongoing connections and relationships with our mana whenua e.g., Te Herenga Waka o Ōrewa (marae).</li> </ul>	<ul style="list-style-type: none"> <li>• There is clear oversight and management of service activities across the three schools, ensuring no competing conflicts with timings or project types.</li> <li>• Service leadership and learning opportunities and experiences is identified as a key feature of schooling at Kristin.</li> <li>• Evidence of strong and positive community links with Kristin's service projects, Base Days and overall community relationships/networks.</li> <li>• Service learning and activities are actively promoted and celebrated across Kristin's</li> </ul>

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	<ul style="list-style-type: none"> <li>• Ensure Kristin’s service activities and work are celebrated and communicated through our school publications, website, and social media platforms.</li> <li>• That there are connections with service programmes across the three schools – from Junior through into Senior School.</li> <li>• Work with Heads of Faculties to find opportunities to incorporate elements of service learning in all aspects of curriculum.</li> <li>• To be a resource person and supporter of service learning and programmes across the schools – such as the Senior School’s annual Prefects Project and service activities linked to specific student clubs or groups.</li> </ul>	<p>publications, website, and social media platforms.</p> <ul style="list-style-type: none"> <li>• Evidence is collated of elements of service learnings within different curriculums across the three schools.</li> <li>• You are known, recognised, and appreciated as the Service Learning Coordinator across the three Schools.</li> <li>• There is student and staff evidence of your assistance in helping to encourage and support service learning across the three schools e.g., practical advice and guidance, useful resources.</li> </ul>
<b>5. Health &amp; safety</b>	<ul style="list-style-type: none"> <li>• Actively support a safe and supportive work environment by ensuring compliance with the School’s policies, procedures, and legislative requirements</li> <li>• Ensure all practicable steps are taken to keep safe while on the School grounds or participating in school activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of compliance with School’s policies, procedures, and workplace health &amp; safety legislative requirements</li> <li>• Evidence all practicable steps are taken to ensure safe work practices, including hazard identification, accident, incident and near miss reporting for all events.</li> </ul>
<b>6. Other</b>	<ul style="list-style-type: none"> <li>• To positively support the character and values of Kristin School.</li> <li>• Attend staff meetings as required.</li> <li>• Be actively involved in the life of the School, including community events, functions, promotional activities and the co-curricular as required.</li> <li>• Other duties as requested by the Chaplain or Director of Wellbeing Services.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of attendance at all Staff meetings</li> <li>• Evidence of regular involvement in activities of the School including community events, co-curricular, functions and promotional activities.</li> </ul>

## **Key Selection Criteria**

### **Qualifications, Training & Experience**

- Qualified teacher, with current registration to teach in New Zealand (or ability to gain registration prior to start date)
- Experience teaching wellbeing, character and/or values-based education
- Recent National Police Vetting Check (as per registered teacher requirements)
- Desirable: Current First Aid certificate and Drivers Licence

### **Attributes and Skills**

- Passionate about values/character-based learning, service learning and student wellbeing
- Previous experience with connecting and working with local community networks and groups, and involvement with service-based learning.
- Ability to proactively develop, promote and implement new and creative initiatives and learning opportunities
- Proven ability to develop and maintain effective relationships with students, staff, and parents from diverse backgrounds
- The proven ability to work as an effective and constructive team member, with a willingness to participate fully in School activities
- Excellent interpersonal skills, including the ability to listen and liaise effectively across all areas of a school community to achieve successful outcomes
- Superior organisational ability with demonstrated self-motivation and initiative in goal setting, prioritising work and managing multiple tasks
- Well-developed problem-solving skills and proven experience in creating solutions
- Outstanding verbal and written communication skills
- Demonstrated personal resilience, including the ability to work in a demanding role, often outside of normal hours
- A high degree of professional judgement and confidentiality
- A genuine interest and willingness to engage in professional development and learning opportunities
- Flexible, approachable, and consistent in manner
- A high level of energy and vitality
- The ability to contribute to the School's outdoor education/co-curricular programme.