



Cambridge High School Values

We are respectful / *He kura whakaute taatou*

We take responsibility / *He kura eke taumata taatou*

We achieve / *He kura whakatutuki haepapa taatou*

E ngaa mana, e ngaa reo, e ngaa iwi puta noa i te ao. Nau mai, haere mai ki te kura tuarua o Te Okohoroj, teenaa koutou, teenaa koutou, teenaa koutou katoa.

All authorities, all voices, all people from around the world. Welcome to Cambridge High School.

Established in 1883 Cambridge High School has a proud tradition of meeting the educational needs of our local community. With a roll of 1700 we are able to offer our diverse school population a wide range of academic, cultural and sporting opportunities. The school combines modern facilities and a progressive education programme with traditional core values and high expectations of student achievement.

Our aim is to offer students the opportunity to reach their academic potential and enjoy personal growth in a safe and positive learning environment. In addition to academic achievement and qualifications, we value highly the development of the competencies and skills that our students need to navigate easily into life beyond school. Our school motto "Fortiter et Recte" reminds us to have the 'courage to do what is right' and this is based on our core values: Respect, Responsibility and Achievement.

Our community is very supportive of the excellent well-rounded education we provide and the range of high-quality opportunities available to our graduates. Our positive results in so many areas of school life reflect the combined effort of the students, staff, parents and Board of Trustees. We look forward to guiding and supporting you in your learning journey and welcoming you into our school community.

Ngaa mihi nui

Greg Thornton - Principal

Strategic Plan 2021 - 2025

Purpose

To develop our learning community to best prepare students for life beyond school.



Vision

We provide an inspiring, holistic learning experience so students leave school with choices, confidence and a sense of purpose.



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Strategic Priorities

- Personalised and Academic Excellence
- Sport, Culture and Well-being
- Leadership and Development
- Partnerships



Culture

We actively reinforce the school's values to build a safe, inclusive and caring environment that encourages and supports students and staff to develop their key competencies, abilities and talents.



HEAD OF TECHNOLOGY FACULTY

Overview of the role

This leadership role plays a significant part in realising the Cambridge High School Strategic Plan.

Specifically, this role involves responsibility for three key areas; school-wide curriculum leadership, staff leadership and development and curriculum development within the faculty.

School-wide curriculum leadership

- Work with SLT to support and implement areas of strategic change within the school where they relate to curriculum and pedagogy.
- Work with the SLT and other Heads of Faculty to provide leadership in the development and delivery of CHS curriculum.
- Engage with national change and directives, working with colleagues to implement these changes as relevant to the CHS community.
- Maintain an active connection with national and regional organisations to remain informed of latest developments in your faculty area and how they apply in a CHS context.
- Work with the pastoral team and SLT to align students into subject selections that meet their career aspirations.
- Work with colleagues to continue to review the effectiveness of our school curriculum, focusing on the learning experience and outcomes for our students.
- Foster positive relationships between the school, home and staff addressing concerns constructively.

Staff Leadership and Development

- The personal and professional needs of staff in the faculty are recognised and regular feedback is provided through professional conversations.
- Individuals are provided with opportunities for growth within the faculty and their subject area.
- The Professional Growth Cycle is supported and effectively implemented in the faculty.
- Leadership is in line with the school values.

Curriculum development within the faculty

- The curriculum delivered in the faculty needs to continue to be relevant and engaging for students and steps taken to ensure this include:
 - Self-review of courses, including staff and student feedback during the year.
 - Tracking of student progress throughout the year.
 - Review of student performance at the end of the year.

- Maintain a positive profile for your faculty in the CHS community, including with staff, at open evenings and at parent interview evenings.
- Effective financial management of faculty including the resourcing of courses, staff development and initiatives within the faculty.
- Develop localised content to enhance the curriculum and reinforce an understanding of and connection to Cambridge (Te Oko Horoi) and New Zealand (Aotearoa).

Key capabilities for leaders at CHS (selected from the Teaching Council’s [leadership capability framework](#)):

Building and sustaining high trust relationships:

- These relationships are based on credibility relating to deep educational expertise, treating others respectfully, openness, and good self-awareness.
- High trust relationships are also built and sustained with stakeholders beyond the organisation, so that it can draw on wider knowledge and support, and challenge and contribute its own learning to other organisations and wider stakeholders, both within education and beyond.

Building and sustaining collective leadership and professional community including:

- Using their deep educational expertise to develop leadership and knowledge within the area they are responsible for by:
 - drawing on individual and collective strengths.
 - providing opportunities for others to actively contribute to initiatives and extend their knowledge and skills.
 - ensuring that knowledge to improve learning is built and shared.
 - ensuring that problems impeding learning and wellbeing in the area are identified and resolved.
 - taking the initiative to try things out on the basis of good inquiry related to current practice.

Strategically thinking and planning:

- Takes responsibility for ensuring that the organisation’s vision, goals, and expectations are focused on continual improvement, and are developed in inclusive ways that build the understanding and commitment by all who contribute to the life of the organisation, within and beyond.
- Works closely with organisational leaders in the review of progress, and identification of well-founded priorities and works to support team members in the next phase.

Evaluating practices in relation to outcomes including:

- Analyses the learner and practice data in relationship with each other, asking what they indicate about progress towards the organisation’s vision and goals.
- Uses this analysis and enlarging of their knowledge in discussion with their team to identify actions to improve, and the best way to allocate resources.

Attending to own learning as leaders including:

- Keeps abreast of new evidence and research-based knowledge that could challenge their thinking.
- Uses critical friends to discuss leadership practice and extend their knowledge and capabilities.
- Seeks and uses feedback for continued personal growth.
- Reflects on their own leadership practice.
- Maintains the personal and professional relationships that nurture and stretch them. Plays an active role in leader networks within the spirit of ako.

Embodies CHS values including:

- Shows by their behaviour and how they treat others the values expected by the organisational vision and goals, and the moral purpose at the heart of this work.
- Shows courage, determination and hope in the face of difficulties.
- Thinks of new actions and supports staff who want to try new things that would advance the organisation's vision and goals.

Adept management of resources including:

- Maintains a positive relationship with the key stakeholders in the work of the organisation.
- Ensures that the organisation is not trying to make too many different changes at once – is not involved in too many externally funded initiatives in order to gain more resources – so that staff have the time they need to make meaningful change and see gains from their effort.
- Recruits staff who can add to the vision, goals, and values of the organisation.
- Ensures that staff feel valued and are supported to grow their capability to perform well.
- Ensures that staff performance reviews are carried out for improvement, not just compliance. Ensures that there are processes in place to manage staff who consistently find it difficult to meet the organisation's expectations.
- Seeks and uses expert advice related to resources and their efficient management so that the organisation maximises their best use for its vision and goals.
- Uses networks beyond the organisation to extend the resources available.