

Ahipara School

Teacher Job Description



For: _____

From: _____

To: _____

At Ahipara School we believe that professional learning begins the day we start working in school environments . Due to this we have incorporated the New Zealand Teachers Council Registered Criteria into our job descriptions to ensure that our teachers are meeting the desired professional standards at all times. The Registered Teacher Criteria is to be used to guide the professional learning and assessment of teachers and as a guide to career long professional learning and development of all teachers.

The Registered Teacher Criteria describe the criteria for quality teaching that are to be met by all fully registered teachers in Aotearoa New Zealand.

The Registered Teacher Criteria recognise that teaching is a highly complex activity, drawing on repertoires of knowledge, practices, professional attributes and values to facilitate academic, social and cultural learning for diverse education settings. The criteria and indicators should be viewed as interdependent and overlapping.

Overarching statements

1. Teachers play a critical role in enabling the educational achievement of all ākonga/ learners
2. The Treaty of Waitangi extends equal status and rights to Māori and Pākehā. This places a particular responsibility on all teachers in Aotearoa New Zealand to promote equitable learning outcomes.
3. In an increasingly multi-cultural Aotearoa New Zealand, teachers need to be aware of and respect the languages, heritages and cultures of all ākonga.
4. In Aotearoa New Zealand, the Code of Ethics / Ngā Tikanga Matatika commits registered teachers to the highest standards of professional service in promoting the learning of those they teach.

Criteria and Key Indicators

Professional relationships and professional values

Fully registered teachers engage in appropriate professional relationships and demonstrate commitment to professional values.

Criteria	Key Indicators RTC	Other Success Indicators	
1. Establish and maintain effective professional relationships focused on the learning and well-being of ākonga	<p>i. Engage in ethical, respectful, positive and collaborative professional relationships with:</p> <ul style="list-style-type: none"> • ākonga • teaching colleagues, support staff and other professionals • whānau and other carers of ākonga • agencies, groups and individuals in the community 	<p>To put the well being of our students first Actively promotes, models and encourages professional behaviour</p> <ul style="list-style-type: none"> • Willingly meets with other colleagues on a regular basis to: <ul style="list-style-type: none"> – Exchange information and ideas to fulfill the school vision – Seek assistance and provide support and guidance to aid professional learning • Contributes to the school and acknowledges the contribution of others • Liaises with the child, their parents and educational professionals to best support student's learning in a planned approach • Modifies approach to gain rapport with students, colleagues and family/Whanau whilst maintaining confidentiality and trust • Helps ensure families/whanau have opportunities to be involved in student's learning <p>Actively supports decisions made by school leaders and supports the school's image in the community Behave in a manner that is professional and supportive of other members of the school staff in their teaching and learning duties. Co-operate with and seek support as necessary from colleagues Establish and maintain effective collegial working relationships Follow a professional code of ethics and registered teacher criteria</p>	
<p>2. Demonstrate commitment to promoting the well-being of all ākonga</p> <p>3. Demonstrate commitment to bicultural partnership in Aotearoa New Zealand</p>	<p>i. Take all reasonable steps to provide and maintain a teaching and learning environment that is physically, socially, culturally and emotionally safe</p> <p>ii. Acknowledge and respect the languages, heritages and cultures of all ākonga</p> <p>iii. Comply with relevant regulatory and statutory requirements</p> <p>Demonstrate commitment to bicultural partnership in Aotearoa New Zealand</p>	<p>School's values are promoted in the school and classroom Teaching programmes must reflect the school values Programmes should also encourage and develop the Key competencies and values/principles of the NZC</p> <ul style="list-style-type: none"> • Classroom programmes and practices reflect the School Character, which includes respect Tikanga, maanakitanga ;;; • Programmes and strategies are place to ensure that students are physically, socially, culturally and emotionally safe • Creates a school and classroom culture where students have ownership of a positive, stimulating learning environment • Respects the right of students, colleagues and family/whanau to have their own beliefs, values and cultural identity <p>Te Reo and Tikanga Maori programmes are evident in daily class routines and class displays with reference to the Treaty of Waitangi Opportunities should; be provided, where appropriate to integrate programmes that advance Maori Education Initiatives including, where , education in Te Reo Maori.</p>	

Criteria	Key Indicators RTC	Other Success Indicators	
4. Demonstrate commitment to ongoing professional learning and development of personal professional practice	i. Identify professional learning goals in consultation with colleagues ii. Participate responsively in professional learning opportunities within the learning community iii. Initiate learning opportunities to advance personal professional knowledge and skills	Participates in performance appraisal and professional development identifying own profession development opportunities. Participates in School-wide PLD and is an active participant of our professional learning community-through inquiry and QLC's. Uses reflection as an integral part of pedagogy Advises and mentors on matters of professional knowledge <ul style="list-style-type: none"> • Initiates, leads and participates in the development and review of assessment systems and methods. • Shares knowledge of Curriculum and teaching techniques, resources and strategies to improve teaching practice and student performance. • Evaluates and reflects whether Professional Development has made a difference to Professional practice, students' learning and students' performance 	
5. Show leadership that contributes to effective teaching and learning	i. Actively contribute to the professional learning community ii. Undertake areas of responsibility effectively		
6. Conceptualise, plan and implement an appropriate learning programme	i. Articulate clearly the aims of their teaching, give sound professional reasons for adopting these aims, and implement them in their practice ii. Through their planning and teaching, demonstrate their knowledge and understanding of relevant content, disciplines and curriculum documents	Implements classroom programmes that reflect the strands and achievement objectives of the NZ Curriculum Statement and the School's policies and programmes Programmes must provide a balanced coverage of the essential learning areas of language, mathematics, science, technology, social science, health and physical education and the arts. Maximise the use of learning time Prepares plans and implements them based on student data and reflects on these plans and resources <ul style="list-style-type: none"> • When implementing teaching and learning programmes the teacher will: <ul style="list-style-type: none"> – encourage students to access their prior knowledge and experiences – Create and share learning intentions – Display deliberate acts of teaching; including class and group modeling and use of exemplars – Encourage students to engage in rich conversations – Provide specific timely feedback – Cater for the diverse needs of their students –differentiated learning – Utilise key resources to support learning • Planning reflects current pedagogical theory and approaches and celebrates the cultural diversity of students in the class using classroom displays and caters to all cultural traditions, languages and these are included in routines and practices Adapts own teaching approaches and techniques to maximize students learning opportunities and achievements. Programmes should reflect the multi-cultural nature of New Zealand society. They should demonstrate an understanding of diverse cultural backgrounds and which also show a valuing of those backgrounds.	
7. Respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of ākonga	i. Demonstrate knowledge and understanding of social and cultural influences on learning, by working effectively in the bicultural and multicultural contexts of learning in Aotearoa New Zealand ii. Select teaching approaches, resources, technologies and learning and assessment activities that are inclusive and effective for diverse ākonga iii. Modify teaching approaches to address the needs of individuals and groups of ākonga		

Professional knowledge in practice

Fully registered teachers make use of their professional knowledge and understanding to build a stimulating, challenging and supportive learning environment that promotes learning and success for all ākonga

Criteria	Key Indicators RTC	Other success Indicators	
8. Promote a collaborative, inclusive and supportive learning environment	<p>i. Demonstrate effective management of the learning setting which incorporates successful strategies to engage and motivate ākonga</p> <p>ii. Foster trust, respect and cooperation with and among ākonga</p>	<p>Provides programmes that recognise a variety of learning styles whilst encouraging students to take risks and be responsible for their own learning.</p> <ul style="list-style-type: none"> • Expectations of students learning is clearly expressed through learning intentions and success criteria. • Encourages students to involve families/whanau in their learning • Ensures that the classroom is an attractive, orderly place where student successes are displayed , resources are well managed and student safety is paramount • Clearly state standards of acceptable behaviour, maintaining fairness and consistency and follows school policy and behaviour management system. • Uses positive reinforcement to praise students and encourage desired behaviours • Integrate the use of ICT into class learning programmes 	
9. Demonstrate in practice their knowledge and understanding of how ākonga learn	<p>i. Enable ākonga to make connections between their prior experiences and learning and their current learning activities</p> <p>ii. Provide opportunities and support for ākonga to engage with, practise and apply new learning to different contexts</p> <p>iii. Encourage ākonga to take responsibility for their own learning and behaviour</p> <p>iv. Assist ākonga to think critically about information and ideas and to reflect on their learning</p>	<p>Involves and gains support from students in establishing the rules for the classroom and provides opportunities for students to take ownership of their learning behaviour</p> <p>Seeks student voice in their learning and in engagement strategies</p> <ul style="list-style-type: none"> • Sets achievable goals, ensuring tasks are within the capabilities of students • Frequently caters to different learning styles by presenting lessons that stimulate a variety of senses, which are consistently varied and challenging • Acknowledges prior experiences of students from different cultures • Reflects on own teaching approaches and techniques, takes action to improve and seeks feedback / support • Has sound knowledge of and consistently follows the policies and procedures of the school, including the schools Behaviour management system <p>Familiar with and uses Ahipara Schools curriculum implementation plan when planning which is based on National Curriculum guidelines</p> <p>Provide an environment in which learning and achieving is valued and in which there is recognition of success.</p>	

Criteria	Key Indicators RTC	Other Success Indicators	
10. Work effectively within the bicultural context of Aotearoa New Zealand	<p>i. Practise and develop the relevant use of te reo Māori me ngā tikanga-a-iwi in context</p> <p>ii. Specifically and effectively address the educational aspirations of ākonga Māori, displaying high expectations for their learning</p>	<p>Incorporates elements of Te reo and Tikanga Maori into lessons and classroom and initiates and develops resources which incorporate Te reo and Tikanga</p> <p>Participate in school related marae based programmes</p> <p>Teach Te Reo using the progressions on a weekly basis</p> <p>Through planned programmes and delivery attention is paid to Treaty obligations and incorporates where appropriate</p> <p>Participate in and/or support, as directed, all school activities relating to the enhancement of the general life the school These could include cultural, sporting, social and community activities</p>	
11. Analyse and appropriately use assessment information, which has been gathered formally and informally	<p>i. Analyse assessment information to identify progress and ongoing learning needs of ākonga</p> <p>ii. Use assessment information to give regular and ongoing feedback to guide and support further learning</p> <p>iii. Analyse assessment information to reflect on and evaluate the effectiveness of the teaching</p> <p>iv. Communicate assessment and achievement information to relevant members of the learning community</p> <p>v. Foster involvement of whānau in the collection and use of information about the learning of ākonga</p>	<ul style="list-style-type: none"> • Uses a variety of assessment tools to form an overall picture of students and adapts teaching and learning programmes to meet the identified needs of students • Accurately records of student achievement • Compiles summative reports and unit evaluations in accordance with school system • Uses ETAP and reports this performance to appropriate members of the school community. • Gives full, constructive and timely feedback (written and oral) to students about their work which is based on co-constructed success criteria. • Uses assessment results to set targets and goals, supported by action plans which are then reflected on to evaluate the effectiveness of programmes. • Recognises and values the input of families/whanau to the school to communicate through three way conferencing and end of year reports. • Syndicate to compile interim and end of year reports against achievement of targets and identified next learning steps. • Facilitates and leads IEP's / Three Way Conferences with whanau to student achievement, next learning steps and how whanau can help at home. <p>Assessment of student performance in Literacy and Numeracy is used to make overall teacher judgement about student's performance against the National Standards</p> <p>Use is made of student assessment to identify levels of achievement for analysis of possible barriers to learning. Strategies are to be developed and implemented which address identified learning needs to overcome these barriers</p> <p>Appropriate in-class support is to be provided to those having special needs to ensure success in learning.</p> <p>For each student, records should enable the profiling of their progress and should provide the basis for assessing the effectiveness of the teaching programme</p>	

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12. Use critical inquiry and problem-solving effectively in their professional practice	<p>i. Systematically and critically engage with evidence and professional literature to reflect on and refine practice</p> <p>ii. Respond professionally to feedback from members of their learning community</p> <p>iii. Critically examine their own beliefs, including cultural beliefs, and how they impact on their professional practice and the achievement of ākonga</p>	<p>Fully understands the cycle of teaching, learning and assessment and the relationship between the components</p> <p>Participates in Teaching as an Inquiry and development of a school wide Theory of Improvement</p> <ul style="list-style-type: none"> • Reflects current curriculum theory in participation and classroom practice and classroom practice must reflect the school's current curriculum developments • To participate in the PLD programme with specific goals related to targets, action plans to achieve these targets and reflection on this plan as required • Liaise with outside agencies e.g. RTLBs, RTLits, GSE and implement their suggestions • Identifies personal perspective, needs, reads professional literature and is open to changing teacher practice in light of best evidence theory 	

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ADDITIONAL DELEGATIONS: Additional to the above duties and expectations the following duties also form part of the job description.

Unit Holder :

Duty or Task:

Key Objectives:

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

Appraise

Appraiser.....

Signed Date.....

