

## PROFESSIONAL JOB DESCRIPTION

**2018**

<b>POSITION:</b>	Scale A Teacher (1 Permanent & 1 Fixed Term) Year 2 - 6
<b>TERMS OF EMPLOYMENT:</b>	Primary Teachers' Collective Employment Contract
<b>RESPONSIBLE TO:</b>	Principal and Dean of Senior or Junior School
<b>RESPONSIBLE FOR:</b>	Working with the Principal, Staff, Board of Trustees and Parents to provide the most effective possible educational environment which will assist the children in realising their potential.

The appropriate set of professional standards will apply.

### STANDARDS FOR THE TEACHING PROFESSION

#### **Te Tiriti o Waitangi Partnership**

- 1.1 Understand and recognize the unique status of tangata whenua in Aotearoa New Zealand
- 1.2 Understand and acknowledge the histories, heritages, languages and cultures of partners of Te Tiriti o Waitangi
- 1.3 Practise and develop the use of te reo and Tikanga Māori

#### **Professional Learning**

- 2.1 Inquire into and reflect on the effectiveness of practice in an ongoing way
- 2.2 Engage in professional learning and adaptively apply this learning in practice
- 2.3 Be informed by research and innovations
- 2.4 Seek and respond to feedback from learners, colleagues and other education professionals

#### **Professional Relationships**

- 3.1 Engage in reciprocal, collaborative learning-focused relationships
- 3.2 Communicate effectively with others

- 3.3 Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility
- 3.4 Communicate clear and accurate assessment for learning and achievement information

### **Learning-focused Culture**

- 4.1 Develop learning-focused relationships with learners
- 4.2 Foster trust, respect and cooperation
- 4.3 Demonstrate high expectations for the learning outcomes of all learners
- 4.4 Manage the learning setting to ensure access to learning for all
- 4.5 Create an environment where learners can be confident in their identities, languages, cultures and abilities
- 4.6 Develop an environment where the diversity and uniqueness of all learners are accepted and valued
- 4.7 Meet relevant regulatory, statutory and professional requirements

### **Design for Learning**

- 5.1 Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners
- 5.2 Gather, analyse and use appropriate assessment information
- 5.3 Design and plan culturally responsive, evidence-based approaches that reflect the local community and Te Tiriti o Waitangi partnership in New Zealand

### **Teaching**

- 6.1 Teach in ways that ensure all learners are making sufficient progress, and monitor the extent and pace of learning, focusing on equity and excellence for all
- 6.2 Specifically support the educational aspirations for Māori learners
- 6.3 Use an increasing repertoire of teaching strategies, approaches, learning activities and technologies
- 6.4 Provide opportunities and support for learners to engage with, practice and apply learning to different contexts
- 6.5 Teach in ways that enable learners to learn from one another, to collaborate, self-regulate and to develop agency over their learning
- 6.6 Ensure learners receive ongoing feedback and assessment information

<b>ADDITIONAL TASKS</b>
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There will be one or two administrative responsibilities selected, according to applicants strengths and interests, or needs within the syndicate.