



OPUA SCHOOL

*Manaakitanga me te Awhina
Caring and Sharing*

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"Opuia School will provide a caring and sharing environment that will educate and equip the child for life."

Subject: Classroom Teacher's Job Description

Issued: Term 1 2021

Name: _____ **Position:** Classroom Teacher
Responsible to: The Principal **Review Period:** Term 4; Week 6 to term's end

A. GENERAL SECTION

Please Note: At the start of each year, this form will be shared with each teacher. Please fill in online as appropriate as the year progresses as a Google Document. Please indicate to the principal when the form is complete but by the end of Week 6 in Term 4 at the latest. The Principal will then fill in his feedback. This gives enough time if either party [the teacher or the principal] wishes to have a meeting to discuss the feedback.

Primary Duties:	Personal Attributes:
<ol style="list-style-type: none">1. Plan and prepare throughout the year for effective instruction within the classroom with student achievement and progress as your main focus.2. Provide a classroom environment that is conducive to learning.3. Effectively teach the New Zealand Curriculum, following our curriculum plan.4. Effectively manage each group of students while providing for a variety of styles, ability levels and educational backgrounds.5. Individualise the students' learning programmes when necessary to meet each student's needs.6. Set target groups of students for raising levels of achievement of those who are not meeting expected standards.7. Maintain the highest and most appropriate learning expectations of all students at all times.8. Accurately assess student progress, using data analysis to affect positive outcomes.9. Continuously monitor student learning and make appropriate modifications to goals and strategies.10. Maintain up-to-date and accurate records of student progress and attendance.11. Engage parents when appropriate in the learning process and success of their children.12. Be available to parents and students during school hours. Be open and approachable.13. Interact cooperatively with other staff members in the development of the school as a whole community.14. Employ technology as appropriate to enhance classroom instruction.15. Engage with the students beyond the classroom in activities that extend learning experiences for children.16. Openly support and abide by all school policies and procedures.17. Act as a positive role model for all students.	<ol style="list-style-type: none">1. Openly communicate with B.o.T. members, staff, peers and pupils.2. Be self-motivated and work unsupervised, when requested.3. Show initiative and take overall responsibility for tasks and ensure their completion.4. Have a Bachelor's degree or equivalent.5. Be enthusiastic to help/assist other teachers to prepare exciting and stimulating lessons.6. Have computer knowledge and skills.7. Have a personal pride in your school, its pupils, staff and environment.8. Be positive and solution-orientated.9. Be organised and passionate about children's learning.10. Be willing and observant enough to do more than is required to help make Opuia School be the very best school it can be.

Remuneration

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1. Pay and general conditions of employment shall be based on the latest N.Z.E.I. Collective Agreement for Primary School Teachers.
2. Pay will be reviewed annually and kept in line with contract rates.

Hours of Work

1. On school days it is expected that all teachers be at school and working by 8.30am at the very latest.
2. School closes at 4.00pm each school day although, commonly, teachers would be expected to be at school each day from 8.30 - 4.30pm - a 40 hr week at school.

Classroom Teaching

1. The key general expectations of all teachers are outlined below in the section on Code of Professional Responsibility; Ngā Tikanga Matatika mō te Haepapa Ngaiotanga.
2. The key classroom teaching objectives and expected outcomes are outlined below in the section on Standards for the Teaching Profession; Ngā Paerewa mō te Umanga Whakaakoranga (Paerewa).
3. All teachers are expected to engage in professional learning using the Standards or Paerewa to advance their understanding of the relationship between their professional practice and outcomes for learners.
4. All teachers will engage in the school's agreed Professional Growth Cycle focussed on annually meeting the standards in the code.

Specific Responsibilities

1. By way of record, please list below any specific responsibilities that you have at Opua School

Specific Responsibilities:

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Professional Learning and Development [PLD]

Professional Learning and Development [PLD] that relates directly to the School's Charter Goals and individual Teacher Goals is an expected and important component of the Professional Growth Cycle. Teachers are expected to participate constructively in PLD. This is also identified in the table below. Individual teachers should discuss the PLD they require and agree upon this with the Principal. This should be reviewed at the beginning of the school year and noted in the table below. It should also be noted for the following year in the relevant section at the end of this document.

This Year's Agreed Professional Learning and Development focus area[s]:

Performance Management

[Please note: As a Beginning teacher], some of the meetings and requirements below will be carried out by your Tutor Teacher and not the Principal]

The formal components that comprise Opuia School's Performance Management procedures are:

1. A triennial review of our common understanding of the Standards or Paerewa in our context and what meeting and using them in their practice looks like.
2. Engagement in collaboratively developing our annual cycle of professional growth in our setting, using the Standards or Paerewa.
3. Engagement in identified, agreed professional learning using the Standards or Paerewa to advance teachers' understanding of the relationship between their professional practice and outcomes for learners.
4. Opportunity to receive feedback on each teacher's practice. Except for Beginning teachers, this will be a record of informal observations and the principal's written feedback in the right column of the Job Description.
5. The Principal will confirm annually that each teacher has participated in the annual cycle and will also provide a statement to the teacher about whether they meet (Tūturu: Full Practising Certificate) or are likely to meet (Pūmau: Subject to Confirmation) the Standards or Paerewa (but with no requirement to create evidential documents). In our context, this confirmation will be via signature at the foot of the Job Description annually.

OR

The Principal, if in their judgement the teacher does not currently meet the Standards or Paerewa, will not sign the end of the Job Description, will discuss that with the teacher and will provide support to enable improvement. If sufficient progress is not made, the principal may commence formal performance management processes outlined in employment agreements. Note that in these situations the Council's registration and certification policy will set out the expectations for the endorsement of a practising certificate renewal.

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B. THE CODE OF PROFESSIONAL RESPONSIBILITY SECTION

Code of Professional Responsibility Criteria	Key Indicators	For teacher [Self-Review]	For Principal:
1. COMMITMENT TO THE TEACHING PROFESSION <i>I will maintain public trust and confidence in the teaching profession by...</i>	<i>demonstrating a commitment to providing high quality and effective teaching.</i>		
	<i>engaging in professional, respectful and collaborative relationships with colleagues.</i>		
	<i>demonstrating a high standard of professional behaviour and integrity.</i>		
	<i>demonstrating a commitment to tangata whenuatanga and te Tiriti o Waitangi partnership in the learning environment.</i>		
	<i>contributing to a professional culture that supports and upholds this Code.</i>		
2. COMMITMENT TO LEARNERS <i>I will work in the best interests of learners by...</i>	<i>promoting the wellbeing of learners and protecting them from harm.</i>		
	<i>engaging in ethical and professional relationships with learners that respect professional boundaries.</i>		
	<i>respecting the diversity of the heritage, language, identity and culture of all learners.</i>		
	<i>affirming Maori learners as tangata whenua and supporting their educational aspirations.</i>		
	<i>promoting inclusive practices to support the needs and abilities of all learners.</i>		
	<i>being fair and effectively managing my assumptions and personal beliefs.</i>		
3. COMMITMENT TO FAMILIES AND WHANAU	<i>engaging in relationships with families and whanau that are professional and respectful.</i>		
	<i>engaging families and whanau in their children's learning.</i>		

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<i>I will respect the vital role my learners' families and whanau play in supporting their children's learning by...</i>	<i>respecting the diversity of the heritage, language, identity and culture of families and whanau.</i>		
4. COMMITMENT TO SOCIETY	<i>promoting and protecting the principles of human rights, sustainability and social justice.</i>		
<i>I will respect my trusted role in society and the influence I have in shaping futures by...</i>	<i>demonstrating a commitment to a Tiriti o Waitangi based Aotearoa New Zealand. fostering learners to be active participants in community life and engaged in issues important to the wellbeing of society.</i>		

C. THE STANDARDS FOR THE TEACHING PROFESSION SECTION

"For the purposes of appraisal, it is not expected that teachers would need to identify evidence of individual elaborations; however, the evidence of the quality of their practice would need to be sufficient to reflect the standard."

Professional Standard	Elaboration of the standard	For teacher [Self-Review]	For Principal:
1. TE TIRITI O WAITANGI PARTNERSHIP <i>Demonstrate commitment to tangata whenuatanga and te Tiriti o Waitangi partnership in Aotearoa New Zealand</i>	<i>Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand.</i> <i>Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi.</i> <i>Practise and develop the use of te reo and tikanga Maori.</i>		
2. PROFESSIONAL LEARNING	<i>Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources.</i>		

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<p><i>Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.</i></p>	<p><i>Critically examine how my own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities, languages and cultures.</i></p> <p><i>Engage in professional learning and adaptively apply this learning in practice.</i></p> <p><i>Be informed by research and innovations related to: content disciplines; pedagogy, teaching for diverse learners, including learners with disabilities and learning support needs; and wider education matters.</i></p> <p><i>Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem solving and learning-focussed collegial discussions.</i></p>		
<p>3. PROFESSIONAL RELATIONSHIPS</p> <p><i>Establish and maintain professional relationships and behaviours focussed on the learning and wellbeing of each learner</i></p>	<p><i>Engage in reciprocal, collaborative, learning-focussed relationships with:</i></p> <ul style="list-style-type: none"> - <i>learners, families and whanau;</i> - <i>teaching colleagues, support staff and other professionals;</i> - <i>agencies, groups and individuals in the community.</i> - <p><i>Communicate effectively with others.</i></p> <p><i>Actively contribute and work collegially in the pursuit of improving my own organisational practice, showing leadership, particularly in areas of responsibility.</i></p> <p><i>Communicate clear and accurate assessment for learning and achievement information.</i></p>		
<p>4. LEARNING-FOCUSSED CULTURE</p>	<p><i>Develop learning-focussed relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning.</i></p>		



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<p><i>Develop a culture that is focussed on learning and is characterised by respect, inclusion, empathy, collaboration and safety.</i></p>	<p><i>Foster trust, respect and co-operation with and among learners so that they experience an environment in which it is safe to take risks.</i></p>		
	<p><i>Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs.</i></p>		
	<p><i>Manage the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural and emotional safety.</i></p>		
	<p><i>Create an environment where learners can be confident in their identities, languages, cultures and abilities.</i></p>		
	<p><i>Develop an environment where the diversity and uniqueness of all learners are accepted and valued.</i></p>		
	<p><i>Meet relevant regulatory, statutory and professional requirements.</i></p>		
<p>5. DESIGN FOR LEARNING</p> <p><i>Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.</i></p>	<p><i>Select teaching approaches, resources and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners.</i></p>		
	<p><i>Gather, analyse and use appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning and to identify additional supports or adaptations that may be required.</i></p>		
	<p><i>Design and plan culturally responsive, evidence-based approaches that reflect the local community and Te Tiriti o Waitangi partnership in New Zealand.</i></p>		
	<p><i>Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners.</i></p>		
	<p><i>Design learning that is informed by national policies and priorities.</i></p>		
<p>6. TEACHING</p>	<p><i>Teach in ways that ensure all learners are making sufficient progress and monitor the extent and pace of learning focussing on equity and excellence for all.</i></p>		

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Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.	Specifically support the educational aspirations for Maori learners, taking shared responsibility for these learners to achieve educational success as Maori.		
	Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners.		
	Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning.		
	Teach in ways that enable learners to learn from one another, to collaborate, to self-regulate and to develop agency over their learning.		
	Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning.		

End of Year Confirmation: *[Signature below by the principal is to be taken as a formal confirmation that the teacher meets Standards or Paerewa this year]*

Signed: _____ [Principal] _____ (Date)

Reviewed: February 2021