

## **Role Description: Community of Learning teacher (across Community) role**

### **Role description**

This new role supports kaiako/teachers who have demonstrated highly effective practice available to colleagues across their Community of Learning (the Community). Those in the role will focus on improving teaching practices in order to meet the shared achievement challenges. The Community kaiako/teachers will use their expertise to work with colleagues to identify and address problems of professional practice. They will work closely with the Community leadership role to focus their effort on meeting the Community shared achievement challenges.

Before being able to be considered for the position, applicants must have:

- current employment as a kaiako/teacher within the Community
- a current practicing certificate
- recent educational leadership experience relevant to the role
- met professional standards relevant to their current position

### **The purpose and functions of the role are:**

<b>Purpose</b>	<b>Function</b>
<b>Promoting best teaching practice within a school</b>	<ul style="list-style-type: none"> <li>▪ Retain significant (definition to be confirmed) teaching responsibility.</li> <li>▪ Within their own school as agreed with the kura/school, Board and leadership role in order to retain currency and credibility.</li> <li>▪ Promote cross kura/school Teacher-led Innovation Fund proposals.</li> <li>▪ Identify expertise which needs to be developed or linked across the Community.</li> <li>▪ Support kura/school leaders to implement the agreed actions in the plan.</li> <li>▪ Liaise with other teaching and learning support roles provided within, or to, schools and kura in the Community.</li> <li>▪ Coordinate the implementation of the shared achievement challenges plan with the leadership role, other teacher (across Community) roles, teacher (within school) roles and other relevant teaching and support staff within the Community.</li> </ul>
<b>Strengthening the use of effective inquiry approaches to teaching and learning across schools to achieve the shared achievement objectives</b>	<ul style="list-style-type: none"> <li>▪ Lead, at the request of the kura/school leaders, learning groups within the Community, including those focused on 'teaching as inquiry'.</li> <li>▪ Provide and lead structured opportunities, based on the evidence of best practice for teachers in their Community, to support and assist the ongoing development of effective approaches to 'teaching as inquiry'.</li> </ul>

**The National Criteria for the teacher (across Community) role are:**

<b>Domain: Professional Knowledge in Practice - Ako</b>		
<b>Focus Area</b>	<b>Broad Standards</b>	<b>National Criteria – Applicant demonstrates successful practice and understanding of:</b>
<b>Bicultural knowledge and practice</b>	Leads the development of expertise across the Community in teaching in bicultural and/or bilingual Aotearoa New Zealand, consistent with the Treaty of Waitangi, to support improved <sup>1</sup> outcomes for Māori students.	<ul style="list-style-type: none"> <li>▪ Implications and applications of the Treaty of Waitangi in New Zealand educational settings.</li> <li>▪ Māori enjoying and achieving educational success as Māori.</li> <li>▪ Working collaboratively on bicultural initiatives.</li> </ul>
<b>Planning for success</b>	Leads and works with colleagues to plan, implement and coordinate evidence-based cycles of inquiry that lead to improved <sup>1</sup> outcomes for diverse (all) learners <sup>3</sup> within the school and across schools within the context of Community's goals.	<ul style="list-style-type: none"> <li>▪ Negotiating across a range of views on development of collaborative plans and evidence-based cycles of teacher inquiry that have resulted in improved<sup>1</sup> outcomes for diverse (all) learners<sup>3</sup>.</li> </ul>
<b>Effective teaching and learning</b>	Leads and works with colleagues within and across schools to develop expertise consistent with current and relevant research evidence that strengthens teaching to support the learning and achievement <sup>2</sup> of every student in ways that recognise their identity, language and culture.	<ul style="list-style-type: none"> <li>▪ Leading change with colleagues using current and relevant research evidence to support every student to learn and achieve<sup>2</sup> in ways that recognise their identity, language and culture.</li> </ul>
<b>Professional learning</b>	Works responsively with colleagues within the school and across the Community to identify professional learning strengths and needs using a range of evidence and works collaboratively to develop their capabilities to improve <sup>1</sup> teaching and learning outcomes for diverse (all) learners <sup>3</sup> within the context of Community goals.	<ul style="list-style-type: none"> <li>▪ Using a range of evidence to identify professional learning strengths and needs and to monitor progress towards goals.</li> <li>▪ Facilitating collaborative professional learning approaches that improve<sup>1</sup> outcomes for diverse (all) learners<sup>3</sup>.</li> </ul>

<b>Domain – Professional Relationships, Values and Engagement – Mahi Tahī</b>		
<b>Focus Areas</b>	<b>Broad Standards</b>	<b>National Criteria – Applicant demonstrates successful practice and understanding of:</b>
<b>Values</b>	Is open-minded; respects and values the culture, knowledge and expertise of others; shows a willingness to learn and understands their own agency in promoting teaching and learning for all.	<ul style="list-style-type: none"> <li>▪ Respecting and valuing the culture, knowledge and expertise of others.</li> <li>▪ Taking agency for own professional development to improve teaching and learning.</li> </ul>
<b>Relationships</b>	Demonstrates openness to learning and constructive problem-solving to build and maintain relationships of challenge, trust and respect within their school and home/iwi communities, and across the Community.	<ul style="list-style-type: none"> <li>▪ Being open collaborative learning and constructive problem-solving.</li> <li>▪ Building and maintaining relationships of challenge, trust and respect.</li> </ul>
<b>Engagement</b>	Activates and develops educationally powerful connections towards shared goals within the school and across the Community of Learning and its communities.	<ul style="list-style-type: none"> <li>▪ Creating and sustaining educationally powerful connections with the school across the Community and with parents and whānau that lead to improved student outcomes.</li> </ul>

The Community has developed the following local criteria for this role:

<b>Community Local Criteria</b>		
<b>Achievement Challenge</b>	<b>Our thinking</b>	<b>Key Elements</b>
<b>Literacies</b>	Literacy is not limited to reading, writing, and speaking but encompasses 21 <sup>st</sup> Century principles, skills and capabilities. When learners understand, enjoy, engage with, and use a range of literacies, they are better able to express their individual identity and become active participants in society. Literacy learning supports learners' language development and their later achievement in all learning areas across the curriculum. Being able to communicate and articulate themselves in a range of settings, contexts, and environments, will allow our ākongā to pursue different pathways to success.	<ul style="list-style-type: none"> <li>• Writing</li> <li>• Reading</li> <li>• Oral Language</li> <li>• Numeracy</li> <li>• Cultural Literacy</li> <li>• Digital Literacy</li> <li>• Reciprocal whānau partnerships</li> </ul>
<b>Effective Pedagogy</b>	Reflective, responsive, and relational teaching and learning are essential if our learners are to experience success in a rapidly changing world. Teachers need to be supported and empowered as learners to critically reflect, evaluate, plan and implement practices that encourage learner's agency and future focused capabilities. Learning needs to reflect real world problem solving using authentic contexts that build on cross curriculum links, engaging wider community groups, emphasising collaboration and innovation.	<ul style="list-style-type: none"> <li>• Cultural relationships for Responsive pedagogy</li> <li>• Whānau engagement</li> <li>• Future Focused principles, skills, and capabilities</li> <li>• Reciprocal whānau partnerships</li> </ul>

<p><b>Wellbeing/Hauora</b></p>	<p>Wellbeing is fundamental to all activities in our kura and early childhood centres, are central to the vision, values and principles of the NZ curriculum and Te Whāriki. Hauora encompasses four crucial inter-related elements. Taha tinana – physical wellbeing, taha hinengaro – mental and emotional wellbeing, taha whānau – social wellbeing and taha wairua – spiritual wellbeing. If all our young people are to be confident, connected and actively involved as lifelong learners, they need to be happy and secure, have equitable learning opportunities and have their culture, language, and identity recognised. Optimal learner (staff and student) wellbeing is a sustainable state, characterised by positive feelings and attitudes, effective relationships at and with kura and early childhood centres, inclusiveness, resilience, self-optimism, and a high level of satisfaction with learning experiences. This will be achieved through seamless transitions between and across our early childhood centres, kura, tertiary and workplaces with the support of whānau and the wider community.</p>	<ul style="list-style-type: none"> <li>• Whānau</li> <li>• Transition</li> <li>• Learning Support</li> <li>• Resilience/inclusiveness</li> <li>• Reciprocal whānau partnerships.</li> </ul>
<p><b>Responsive Curriculum</b></p>	<p>A responsive curriculum designs rich opportunities and coherent pathways for all ākonga. Being responsive to the needs, identity, language, culture, interests, strengths and aspirations of our learners and their whānau, will bring our curriculum to life. When designing our curriculum, a clear focus is on what supports the progress of our learners. It includes the articles of Te Tiriti o Waitangi, which are integrated into a range of learning contexts and in all kura. Learners will engage with the knowledge, values and competencies so they can go on and be confident and connect lifelong learners.</p>	<ul style="list-style-type: none"> <li>• Tūwharetoa Strategic Plan (Ka Ora Kainga Rua)</li> <li>• Community Engagement</li> <li>• Localised Curriculum</li> <li>• National Curriculum</li> <li>• Global Citizens/Perspective</li> <li>• Reciprocal whānau partnerships</li> </ul>

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<sup>1</sup> Improve/improved should be read as consistent with the general intent of the IES initiative to support system-wide improvement through both 'shift' and 'lift' and the BES meaning of improvement as optimising ongoing educational improvement in valued outcomes for diverse (all) ākonga/learners with a priority for accelerated improvement for ākonga/learners who have been underserved in their education or disadvantaged.

<sup>2</sup> Achievement should be understood to mean valued outcomes as set out in The New Zealand Curriculum and/or Te Marautanga o Aotearoa and/or Te Aho Matua o nga Kura Kaupapa Māori o Aotearoa and/or Te Piki o te Mahuri including ākonga/student achievement [definition achievement from the IES Working Group Report Part One p.24]

<sup>3</sup> The term diverse (all) learners recognises diversity and difference as central to the classroom endeavor and central to the focus of quality teaching –diversity encompasses many characteristics including ethnicity, socio-economic background home language, gender, special needs, disability, and giftedness - teaching needs to be responsive to diversity within ethnic groups for example diversity within Pakeha, Māori, Pasifika and Asian students – We also need to recognise the diversity within individual students influence by intersections of gender, cultural heritage(s) socio-economic background and talent. Evidence shows teaching that is responsive to ākonga/student diversity can have very positive impacts on low and high achievers at the same time – [interdependent research-based characteristics of quality teaching] ... draw upon evidence-based approaches that assist kaiako/teachers to meet this challenge”