

Job description

Classroom Teacher

At Mercury Bay Area School the critical function of the Classroom Teacher is to establish and maintain effective professional practice focussed on the delivery of quality education to the youngsters of our school aimed at raising student achievement.

For effective pedagogical delivery the Classroom Teacher will be expected to demonstrate high levels of competency in the following standards (drawn from the Teaching Council – [Code of Professional Responsibility and Standards for the Teaching Profession 2017](#))

STANDARD	ELABORATION OF THE STANDARD
 <p>Te Tiriti o Waitangi partnership Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.</p>	<ul style="list-style-type: none"> • Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand. • Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi. • Practise and develop the use of te reo and tikanga Māori.
 <p>Professional learning Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.</p>	<ul style="list-style-type: none"> • Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources. • 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. • Engage in professional learning and adaptively apply this learning in practice. • 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. • Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem solving and learning-focused collegial discussions.
 <p>Professional relationships Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.</p>	<ul style="list-style-type: none"> • Engage in reciprocal, collaborative learning-focused relationships with: <ul style="list-style-type: none"> - learners, families and whānau - teaching colleagues, support staff and other professionals - agencies, groups and individuals in the community. • Communicate effectively with others. • Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility. • Communicate clear and accurate assessment for learning and achievement information.

STANDARD	ELABORATION OF THE STANDARD
 <p>Learning-focused culture</p> <p>Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.</p>	<ul style="list-style-type: none"> • Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning. • Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks. • Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs. • Manage the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural and emotional safety. • Create an environment where learners can be confident in their identities, languages, cultures and abilities. • Develop an environment where the diversity and uniqueness of all learners are accepted and valued. • Meet relevant regulatory, statutory and professional requirements.
 <p>Design for learning</p> <p>Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.</p>	<ul style="list-style-type: none"> • Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners. • 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. • Design and plan culturally responsive, evidence-based approaches that reflect the local community and Te Tiriti o Waitangi partnership in New Zealand. • Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners. • Design learning that is informed by national policies and priorities.
 <p>Teaching</p> <p>Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.</p>	<ul style="list-style-type: none"> • 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. • Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori. • 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.

****Incorporates Tātaiko Standards**

In addition, all staff members are expected to:

1. Follow PB4L / Restorative Practices / Culturally Responsive & Relational Pedagogy guidelines and set consistently high standards in terms of:
 - (i) interacting with students, ie: treating all students courteously and with respect; being fair but firm in discipline matters and attempting to defuse rather than create confrontation
 - (ii) treating all students equally; being aware of and promoting cultural and gender equity and actively discouraging sexist, racist or other discriminating attitudes within the school

- (iii) encouraging students' active participation in the learning process and aiming at developing enthusiasm for, and commitment to, learning
- 2. Be aware of and implement all school policies and take a full and active part in the corporate life of the school, including attending all staff meetings, duties as rostered, assemblies, sports days, report evenings, nominated staff committees and on occasion, standing in for other teachers
- 3. Take a full and active part in the school's pastoral care system, both as a general classroom teacher and as a learning coach or subject teacher. This will involve attending all class level meetings called by the Dean or Syndicate/Curriculum Leader, plus attending specific meetings or case conferences called by other appropriate members of staff (e.g. Principal, DP or AP).
- 4. The expectation of a classroom teacher is that s/he will develop a close relationship with her/his students. This is an integral part of the whole guidance or pastoral care system. This will, at times, involve a close liaison between the learning coach or classroom teacher and the appropriate Dean, senior management staff and/or the students' parents.
- 5. Accept the concept of accountability for one's teaching performance and participate in the school's teacher endorsement.
- 6. Undertake any other duties that may, from time to time, be reasonably requested by the Principal with respect to the professional duties required of staff.
- 7. Contribute positively to the life of the school and it's community.

Staff will be endorsed against the Practising Teachers criteria (Teaching Council 2017) and the New Zealand Area School Teachers Collective Agreement – evidence for which can and should be based on their annual professional growth cycle goals and form a part of their annual endorsement

Signed: _____ (Appointee)

Signed: _____ (Principal)

Dated: _____