



# Kamo High School

## Generic Teacher Job Description

A teacher at Kamo High School (KHS) will work as a team with the Middle Leaders to support the curriculum areas of learning areas and whanau across Years 9-13. It is an expectation that teachers will also assist in building learning experiences in a way that gives learners choice and agency, while supporting them to still gain necessary skills and knowledge. All teachers at Kamo High School are expected to contribute to the whanau system working collaboratively with the Whanau Deans to provide support and mentoring for all students.

Teachers will:

- Actively support and encourage the vision of Kamo High School.
- Have an understanding of the learning progressions required in the curriculum areas taught and be able to support and deliver programmes for our diverse learners that require additional support through to our high achievers from Year 9 through to Year 13.
- Display evidence of expertise in curriculum areas for enhanced teaching and learning across a variety of meaningful contexts.
- Create meaningful assessment opportunities in the curriculum areas taught which will provide students with meaningful feedback for feedforward.
- Maintain high standards of fair and equitable assessment practices across the learning area/s and curriculum taught. This will include robust structures for moderation, gathering of formative assessment data and maintaining up to date assessment databases.
- Assist other staff to utilise resources and technology when it can enhance learning programmes for students.
- Actively contribute to the whanau curriculum/programme collaborating with Whanau Deans, Whanau Teachers and students.
- Actively contribute to co-curricular programmes in the school as well as those relating to the curriculum areas taught.

**All teachers at KHS will embody the Practising Teacher Criteria and the KHS Principles.**

<b>STANDARDS FOR THE TEACHING PROFESSION</b>	
<b>STANDARD</b>	<b>ELABORATION OF THE STANDARD</b>
<p><b>Te Tiriti o Waitangi partnership</b> Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.</p>	<ul style="list-style-type: none"> <li>● Understand and recognise of the unique status of tangata whenua in Aotearoa New Zealand.</li> <li>● Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi.</li> <li>● Practise and develop the use of te reo and tikanga Māori.</li> </ul>
<p><b>Professional Learning</b> 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"> <li>● Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources.</li> <li>● 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.</li> <li>● Engage in professional learning and adaptively apply this learning in practice.</li> <li>● 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.</li> <li>● Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem-solving and learning-focused collegial discussions.</li> </ul>
<p><b>Professional relationships</b> Establish and maintain professional relationships and behaviours focused on the learning and well-being of each learner.</p>	<ul style="list-style-type: none"> <li>● Engage in reciprocal, collaborative learning-focused relationships with:             <ul style="list-style-type: none"> <li>○ learners, family and whānau</li> <li>○ teaching colleagues, support staff and other professional agencies, groups and individuals in the community.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Communicate effectively with others.</li> <li>• Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility.</li> <li>• Communicate clear and accurate assessment for learning and achievement information.</li> </ul>
<p><b>Learning-focused culture</b> Develop a culture which is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.</p>	<ul style="list-style-type: none"> <li>• Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning.</li> <li>• Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks.</li> <li>• Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs.</li> <li>• Manage the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural and emotional safety.</li> <li>• Create an environment where learners can be confident in their identities, languages, cultures and abilities.</li> <li>• Develop an environment where the diversity and uniqueness of all learners is accepted and valued.</li> <li>• Meet relevant regulatory, statutory and professional requirements.</li> </ul>
<p><b>Design for learning</b> 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"> <li>• Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners.</li> <li>• 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.</li> <li>• Design and plan culturally responsive, evidence-based approaches which reflect the local community and Te Tiriti o</li> </ul>

	<p>Waitangi partnership in New Zealand.</p> <ul style="list-style-type: none"> <li>● Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners.</li> <li>● Informed by national policies and priorities.</li> </ul>
<p><b>Teaching</b></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"> <li>● Teach in ways that ensure all learners are making sufficient progress, monitor the extent and pace of learning, focusing on equity and excellence for all.</li> <li>● Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori.</li> <li>● 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.</li> <li>● Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning.</li> <li>● Teach in ways which enable learners to learn from one another, to collaborate, to self-regulate, and to develop agency over their learning.</li> <li>● Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning.</li> </ul>