

POSITION DESCRIPTION

Title	Kindergarten Teacher
Reports to	Head Teacher
Date	2017

PURPOSE OF POSITION

A Kindergarten Teacher is a qualified teacher who is registered with and certificated by the Education Council of Aotearoa New Zealand. All qualified teachers working at Auckland Kindergarten Association (AKA) must hold and maintain a current practising certificate.

Through the application of Te Whāriki, kindergarten teachers lay the foundation for a child's educational career. Working with predominantly 3 – 5 year olds, by developing holistic social, emotional and academic skills, kindergarten teachers prepare tamariki for higher levels of learning and to be life-long learners. Working as part of a team of qualified and unqualified employees in a kindergarten, teachers are responsible for delivering quality teaching practices that are in accordance with the Education Council of Aotearoa New Zealand's Code of Professional Responsibility and Standards for the Teaching Profession, underpinned by the Ministry of Education Regulations for ECE, the NZEI National Professional Standards for Kindergarten Teachers; and AKA's policies, responsibilities and guidelines.

AKA PURPOSE	As a leading and influential ECE provider, our purpose is to provide exemplary ECE services that engage children, whānau and communities in relevant, responsive and innovative early childhood education.
AKA BEHAVIOURS	<p>Commitment to Purpose: Manawanui – to show commitment and dedication</p> <p>Collaboration: Kotahitanga – oneness or unity; working collaboratively towards the same goal</p> <p>Respect: Manaakitanga – caring and respecting each other</p> <p>Trust: Ngākau Pono – to act in a way which shows your trust in others and engenders trust in you</p> <p>Positive Outlook: Ngākau Pai – to act with positivity</p>
APPLICABLE FOCUS FROM AKA STRATEGIC PLAN	<p>Strategic Pillars:</p> <p>Educational Excellence - Cutting edge pedagogy.</p> <p>Social Outcome: Children have strong foundations for ongoing learning.</p> <p>Family & Community Engagement – Communities of learning.</p> <p>Social Outcome: Families and communities engage with children's learning.</p> <p>Strengthen the Core - High performing employees and effective systems and processes.</p> <p>Social Outcome: Our people are empowered to fulfil their greatest potential.</p> <p>Future Focus - Innovative and responsive organisation.</p> <p>Social Outcome: We make a leading and influential contribution to the early learning community.</p>

KEY ACCOUNTABILITIES

Maintain Education Council Professional Standards	
Te Tiriti o Waitangi Partnership	<p>Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand through:</p> <ul style="list-style-type: none"> • Understanding and recognising the unique status of tangata whenua in Aotearoa New Zealand. • Understanding and acknowledging the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi. • Practising and developing the use of te reo and tikanga Māori. • Demonstrating commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.
Professional learning	<p>Use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the learning and achievement of all learners through:</p> <ul style="list-style-type: none"> • Inquiring into and reflecting on the effectiveness of practice in an ongoing way, using evidence from a range of sources. • Critically examining how your 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. • Engaging in professional learning and adaptively applying this learning in practice. • Being 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. • Seeking and responding to feedback from learners, colleagues and other education professionals, and engage in collaborative problem solving and learning focused collegial discussions.
Professional relationships	<p>Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner through:</p> <ul style="list-style-type: none"> • Engaging 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 • Communicating effectively with others • Actively contributing, and working collegially, in the pursuit of improving your own and the organisation's practice, showing individual leadership and responsibility. • Communicating clear and accurate assessment for learning and achievement information.
Learning-focused culture support needs	<p>Support a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety through:</p> <ul style="list-style-type: none"> • Developing learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning. • Fostering trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks.

	<ul style="list-style-type: none"> • Demonstrating high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs. • Managing the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural and emotional safety. • Creating an environment where learners can be confident in their identities, languages, cultures and abilities. • Developing an environment where the diversity and uniqueness of all learners are accepted and valued. • Meeting 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 through:</p> <ul style="list-style-type: none"> • Selecting teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners. • Gathering, analysing and using 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. • Designing and planning culturally responsive, evidence-based approaches that reflect the local community and Te Tiriti o Waitangi partnership in New Zealand. • Harnessing the rich capital that learners bring by providing culturally responsive and engaging contexts for learners. • Designing 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 by:</p> <ul style="list-style-type: none"> • Teaching 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 supporting the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori. • Using an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modifying these in response to the needs of individuals and groups of learners. • Providing opportunities and support for learners to engage with, practising and applying learning to different contexts and making connections with prior learning. • Teaching in ways that enable learners to learn from one another, to collaborate, to self-regulate and to develop agency over their learning. • Ensuring learners receive ongoing feedback and assessment information and support them to use this information to guide further learning.

Contribution to Kindergarten Performance	
Interpersonal relationships	<ul style="list-style-type: none"> • Promote and maintain relationships with tamariki that respects their individuality and culture. • Role model effective communication skills with colleagues, tamariki and families/whānau; respecting their beliefs and values. • Engage in collaborative work relationships with colleagues within the kindergarten that ensures a positive and supportive team culture is maintained. • Identify and manage conflict when it arises, working actively to achieve an effective resolution. Seek timely support and advice from a Professional Practice Education Specialist and/or Human Resources, as necessary.
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General Accountabilities	
Health and Safety	<ul style="list-style-type: none"> • Ensure high quality health and safety practice is adhered to for adults and tamariki and proactively identify health and safety risks. • Ensure the hazard register is up to date and that safety and compliance checks are completed within a documented schedule. • Notify the Head Teacher and as appropriate, the Health and Safety Specialist, immediately of all serious staff and tamariki incidents/accidents at the kindergarten to enable timely investigation and remedial actions to be taken. • Act as a role model in health and safety best practice, including accurate reporting, recording and reviewing of reports.
Responsible for aspects of own professional development	<ul style="list-style-type: none"> • Demonstrate a commitment to own ongoing learning and teaching. • Assume responsibility for own professional development and continuing education. • Establish annual goals, objectives, performance targets and strategies to meet these. • Attend educational opportunities relevant to the role.
Contribute to the overall service of the AKA	<ul style="list-style-type: none"> • Ensure resources are used effectively and that kindergarten priorities are met. • Ensure opportunities for continuous improvement are identified and addressed. Participate in continuous improvement activities across the AKA. • Maintain a 'Red Carpet' customer service focus to all interactions with both internal & external customers. • Contribute towards the effective functioning of the kindergarten's relationships with the Association and the wider community.
Individual health & safety responsibility	<ul style="list-style-type: none"> • Act in accordance with all AKA health and safety policies and processes; and take accountability for own health and safety at work.

AUTHORITIES

This position has the following delegated authority:

- Nil

Direct Reports (if applicable):

- Nil

Budget Accountability (if applicable):

- Nil

RELATIONSHIPS

External	Internal	Committees/Groups
<ul style="list-style-type: none"> • Families / whānau / caregivers • Local community agencies • Local primary schools • Local retailers and businesses • Contractors • Ministry agencies (ERO, Special Education) • Therapists • Public Health 	<ul style="list-style-type: none"> • Operations Manager • Group Manager, Operational Performance • Education Specialists (Curriculum & Pedagogy and Professional Practice) • Property Team • Finance Team, including Payroll • H&S Specialist • HR team • ICT Specialists • Marketing Team • All AKA employees 	<ul style="list-style-type: none"> • As delegated

PERSON SPECIFICATION

	Essential	Desired
Education & Qualifications	<ul style="list-style-type: none"> • Diploma of Teaching (ECE) or New Zealand Free Kindergarten Union Diploma; or another early childhood teaching qualification recognised by NZQA as being equivalent • Registered as a Teacher with the Education Council of Aotearoa New Zealand • In possession of a current practising certificate 	<ul style="list-style-type: none"> • Bachelor of Education (ECE) • Post graduate qualification or training in a relevant field

KEY ATTRIBUTES

Attribute	Description
1. People Management	<ul style="list-style-type: none"> • Creates and maintains effective working relationships, gains the trust and respect of other people, behaves in a fair and ethical way towards others, and demonstrates an appropriate sense of organisational loyalty and responsibility • Leads, guides and provides feedback to enable others to perform their job responsibilities efficiently and effectively, both to achieve the goals of the organisation and to provide employees with job challenges and satisfaction • Identifies and advises staff on their development needs, formulates and implements realistic development plans, and assesses their impact on results and relationships
2. Operations Management	<ul style="list-style-type: none"> • Plans, implements and maintains operations and services at appropriate levels and standards of performance • Manages multiple tasks by setting priorities and delegating activities to team members as appropriate • Uses time efficiently and effectively. Is flexible and adaptable to changing priorities • Contributes positively to the planning and implementation of AKA initiatives, changes to services, systems, methods and techniques
3. Communication & Interpersonal Skills	<ul style="list-style-type: none"> • Actively listens, questions to obtain all relevant information and checks accuracy of interpretation/understanding • Expresses information effectively, both orally and in writing, adjusts language and style to the recipients and considers their frame of reference • Empathises with others and considers their needs and feelings • Applies coaching, facilitation and negotiation skills to achieve win:win outcomes, as the situation demands • Discreet and confidential
4. Problem Solving	<ul style="list-style-type: none"> • Uses logic to solve problems and find effective solutions • Looks beyond the obvious and can see hidden problems • Understands and utilises the key decision making processes within the organisation
5. Values Diversity	<ul style="list-style-type: none"> • Understands the significance of Te Tiriti o Waitangi • Displays cultural sensitivity and willingness to work positively with organisational strategies to improve opportunities for all ethnic groups • Is fair and non-judgmental
6. Teamwork	<ul style="list-style-type: none"> • Collaborates with fellow team members and other work groups to achieve objectives for the good of the whole organisation • Seeks out opportunities to support others in achieving goals • Recognises and respects individual differences
7. Information Technology Skills	<ul style="list-style-type: none"> • Is competent in using IT devices for both administrative and curriculum functions

WORKING FOR AKA – EXPECTATIONS OF EMPLOYEES

CITIZENSHIP

All employees are expected to contribute to the innovation and improvement of Auckland Kindergarten Association as an organisation. This means:

- Using resources responsibly
- Modelling AKA values in all interactions
- Maintaining standards of ethical behaviour and practice
- Meeting AKA's performance standards
- Participating in organisation development and performance improvement initiatives
- Raising and addressing issues of concern promptly

THE EMPLOYER AND EMPLOYEE RELATIONSHIP

We have a shared responsibility for maintaining good employer/employee relationships. This means:

- Acting to ensure a safe and healthy working environment at all times
- Focusing our best efforts on achieving AKA's objectives
- Ensuring performance expectations are transparent (available in documented format) and understood by both the employee and their direct manager and/or professional leader

CONSUMER / CUSTOMER / STAKEHOLDER COMMITMENT

All employees are responsible for striving to continuously improve service quality and performance. This means:

- Taking the initiative to meet the needs of the consumer/customer/stakeholder
- Involving the consumer/customer/stakeholder in defining expectations around the nature of the services to be delivered and the timeframe
- Keeping the consumer/stakeholder informed of progress
- Following through on actions and queries
- Following up with the consumer/customer/stakeholder on their satisfaction with the services

PROFESSIONAL DEVELOPMENT

As the business of AKA develops, the responsibilities and functions of positions may change. All staff are expected to contribute and adapt to change by:

- Undertaking professional development
- Applying skills to a number of long and short term projects across different parts of the organisation
- Undertaking such development opportunities as AKA may reasonably require