

Pāuatahanui School:

Scale A Teacher Job Description



“Great people doing great things”

Name:

Position: Scale A Teacher

Responsible to: Principal

Effective from:

Key Responsibilities: Quality Teaching and Learning - as outlined in [“Being and Effective Teacher”](#)

Terms of Employment: Teachers are required to meet the requirements of [Our Code](#), [Our Standards](#) as produced by the Education Council of New Zealand.

Signed (Employee):

Date:

Signed (Principal):

Date:



PĀUATAHANUI SCHOOL STRATEGIC PLAN 2024 - 2026

TE KAUPAPA MĀTĀMUA PURPOSE

We empower and equip
our tamariki to realise their
potential

TE WHĀINGA TĀHUHU VISION

Great people
doing great things

NGĀ RAUTAKI STRATEGIC FOCUS AREAS

AKORANGA LEARNING

Engaging actively in learning through a diverse range of experiences

WHĀNAUNGATANGA RELATIONSHIPS

Strengthening school, whānau, and community relationships through
interaction and open communication

MĀIATANGA SELF CONFIDENCE

Building a secure sense of our place in the world and the resilience to
respond and adapt in the face of challenge or adversity

NGĀ WHANONGA PONO VALUES



MANAAKITANGA
We care



PŪKENGATANGA
We excel



MANA AOTŪROA
We explore



KOTAHITANGA
We come together

Standards for the Teaching Profession - Quality Practice at Pāuatahanui School

| Standard 1 | Elaborations of the standard | Quality practices we use that connect with this standard? |
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| <p>Te Tiriti o Waitangi partnership</p> <p>Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.</p> | <p>Understand and recognise of the unique status of tangata whenua in Aotearoa New Zealand.</p> <p>Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi.</p> <p>Practise and develop the use of te reo and tikanga Māori.</p> | <p>Acknowledgement and teaching of Te Tiriti o Waitangi at the start of each year to reinforce and build upon student knowledge including the different perspective of the partnership.</p> <p>Respect</p> <p>Students create and learn pepeha, and practice saying this in class.</p> <p>Pepeha's/mihis are displayed in the classroom</p> <p>Daily use of te reo in the class</p> <p>Kids are encouraged to use greetings in te reo</p> |

| Standard 2 | Elaborations of the standard | Quality practices we use that connect with this standard? |
|---|--|---|
| <p>Professional Learning</p> <p>Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.</p> | <p><i>Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources.</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</i></p> | <p><i>Development of group inquiry goals and refining these based on needs of students</i></p> <p><i>Use current research and literature to respond to learning dilemmas and challenges.</i></p> <p><i>Open to new learning and willingness to implement into practice.</i></p> <p><i>Develop further skills, knowledge and pedagogy in areas identified in our own personal growth cycle.</i></p> <p><i>Adjusting and refining practise based on professional learnings, observations, and colleague discussions.</i></p> <p><i>Willingness to learn from others - others in our school and wider community.</i></p> |

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| | <p>diverse learners including learners with disabilities and learning support needs; and wider education matters.</p> <p>Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem-solving and learning-focused collegial discussions.</p> | <p>Have a reflecting mind.</p> |
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| <p>Standard 3</p> | <p>Elaborations of the standard</p> | <p>Quality practices we use that connect with this standard?</p> |
|--|---|--|
| <p>Professional relationships</p> <p>Establish and maintain professional relationships and behaviours focused on the learning and well-being of each learner.</p> | <p>Engage in reciprocal, collaborative learning-focused relationships with:</p> <ul style="list-style-type: none"> ● learners, family and whānau ● teaching colleagues, support staff and other professionals ● agencies, groups and individuals in the community. <p>Communicate effectively with others.</p> <p>Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility.</p> <p>Communicate clear and accurate assessment for learning and achievement information.</p> | <p>Appropriate and timely communication</p> <p>Establish and maintenance of professional dialogue</p> <p>Collaboration in hubs</p> <p>Be open-minded to stretching current ideas, practise and pedagogy.</p> <p>Being approachable</p> <ul style="list-style-type: none"> ● Approaching conversations with the goal of moving forward with a positive outcome in a respectful way. ● Being aware there will be times that you will be in the learning pit and you will need support. As a professional there are times when you will be able to support those in their learning pit. <p>Using Kahui Ako resource to develop relationships</p> <p>Assume best intent on behalf of staff, parents and students in our interactions</p> |

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| | | Using the wealth of people resources in our community - local experts, RTLB, educational psychologists, etc |
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| Standard 4 | Elaborations of the standard | Quality practices we use that connect with this standard? |
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| <p>Learning-focused culture</p> <p>Develop a culture which is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.</p> | <p>Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning.</p> <p>Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks.</p> <p>Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs.</p> <p>Manage the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural and emotional safety.</p> <p>Create an environment where learners can be confident in their identities, languages, cultures and abilities.</p> <p>Develop an environment where the diversity and uniqueness of all learners is accepted and valued.</p> <p>Meet relevant regulatory, statutory and professional requirements.</p> | <p>Students know their next steps</p> <p>Children know what they have achieved and where they are heading (e.g. knowing their Maths stage)</p> <p>Class treaties reflect school values but are also class specific meeting the learning needs of the individuals.</p> <p>Incorporating a variety of collaborative and independent learning opportunities (e.g. small groups, peer, paired, mixed level, etc)</p> <p>Prioritising understanding and knowledge of our learners and feeding this into planning and discussions. Sharing this information with other staff in hub or staff meetings and in informal conversations.</p> <p>Planning is differentiated to ensure all children are supported, successful and challenged in their learning.</p> <p>Documents showing next steps and goals for learners - learners radar and TLip documents.</p> <p>Use of Kiva across the school to have a shared understanding of positive behaviours.</p> <p>Having a proactive PB4L team that set goals for positive behaviour.</p> <p>Use of PAUA values inside and outside the classroom for students, teachers.</p> <p>Progressional learning opportunities across the school (e.g. play based learning in years 0/1 developing through the children's primary</p> |

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| | | <p>school career to student led action research inquiries)</p> <p>In the junior school, prioritising the explicit teaching and modelling of the key competencies on a daily basis. In the senior school, reinforcing this.</p> |
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| Standard 5 | Elaborations of the standard | Quality practices we use that connect with this standard? |
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| <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> | <p>Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners.</p> <p>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.</p> <p>Design and plan culturally responsive, evidence-based approaches which reflect the local community and Te Tiriti o Waitangi partnership in New Zealand.</p> <p>Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners.</p> <p>Informed by national policies and priorities.</p> | <p>Links and connections made between learning areas during teachable moments or as a regular part of practice.</p> <p>Goal setting and regular feedback</p> <p>Fast feedback goals for writing- focussing on one goal at a time. Feedback everyday for this goal.</p> <p>Providing students with choice - how they learn and the ways they represent their learning</p> <p>Collaborative reading - students choose what class they work in and who they work with.</p> <p>Discovery time/Play- students choose activities and where they want to do them. Students lead the play.</p> <p>Using students' interests seen in discovery time to help inform planning (e.g writing topics).</p> <p>Students taking ownership of their learning with opt in maths workshops based on their knowledge of their personal learning goals and needs. Teachers monitor sign ups to ensure needs are being met across all learners.</p> <p>Direct teaching of identified areas of need from observations, anecdotal notes, and assessment.</p> <p>Range of tasks given for all curriculum levels and student agency in selection of these.</p> |

| Standard 6 | Elaborations of the standard | Quality practices we use that connect with this standard? |
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| <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> | <p>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.</p> <p>Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori.</p> <p>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.</p> <p>Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning.</p> <p>Teach in ways which enable learners to learn from one another, to collaborate, to self-regulate, and to develop agency over their learning.</p> <p>Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning.</p> | <p>In depth conversations with the students previous teacher to discuss learning styles, additional information and things that help us as their new teacher teach them best from day one</p> <p>Assessment discussions in teams - using the school assessment tools</p> <p>Collaborative docs to monitor progress every term</p> <p>Provide a high interest, challenging and engaging program for our learners</p> <p>Creating a class culture that incorporates Te Reo Māori as the driving discussion points, creating their visual Pepeha, incorporating Te Reo Māori as part of our class vocabulary.</p> <p>From year 4 students are supported to become digitally fluent and access and manage their own learning through the use of ICT. We use blended learning pedagogies to support learners to become more agentic</p> <p>Use of collaborative groups across the curriculum, beginning with Inquiry learning and moving into other curriculum areas.</p> <p>Move students from using must do/can do learning into personal learning timetables that are self-managed.</p> <p>Collaborative reading groups and agency over learning environment</p> <p>Collaborative planning between hub teachers</p> <p>Creating a class treaty/ set of rules and guidelines after discussions around ensuring everyone has the opportunity to be successful. Discussions around the things they can control. Highlight successful self management strategies. Give time for students to reflect on their learning - orally and in written form.</p> |

Being an Effective Teacher

| An effective teacher will: | Indicators: |
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| Demonstrate a commitment to promoting the well-being of all students in their class | <ul style="list-style-type: none"> ● Take all reasonable steps to provide and maintain a safe learning environment ● Acknowledge and respect the languages, heritages and cultures of all students |
| Establish and maintain effective professional relationships with parents and other staff | <ul style="list-style-type: none"> ● Actively engage with parents and agencies to best meet the needs of the students ● Clearly communicate assessment information to parents |
| Demonstrate a commitment to ongoing professional development | <ul style="list-style-type: none"> ● Participate responsively in professional learning opportunities ● Seek out opportunities to advance their personal professional knowledge and skills |
| Show leadership in an area of strength that contributes to effective teaching and learning school-wide | <ul style="list-style-type: none"> ● Actively contribute to school-wide events, including showing leadership in an area of interest |
| Plan and implement effective learning programmes that are child-centered | <ul style="list-style-type: none"> ● Use clear learning intentions and success criteria based on information gathered about the students ● Through planning and teaching, demonstrate a clear understanding of the New Zealand Curriculum |
| Promote a collaborative, inclusive and supportive learning environment | <ul style="list-style-type: none"> ● Demonstrate effective classroom management that engages and motivates students ● Foster trust, respect and cooperation with and among students |
| Demonstrate in their practice a clear understanding of how students learn | <ul style="list-style-type: none"> ● Enable students to make connections between their prior experiences and learning and their current learning activities ● Encourage students to take responsibility for their own learning and behaviour |
| Respond effectively to the needs of individuals and groups of students in their class | <ul style="list-style-type: none"> ● Select teaching approaches, resources, technologies and learning and assessment activities that are inclusive and effective for diverse students ● Modify teaching approaches to address the needs of individuals and groups of students |
| Analyse and appropriately use assessment information to inform the next learning steps of individuals and groups of students | <ul style="list-style-type: none"> ● Analyse assessment information to identify progress and ongoing learning needs of students ● Use assessment information to give regular and ongoing feedback to guide and support further learning |
| Reflect on their own professional practice and show a willingness to learn | <ul style="list-style-type: none"> ● Analyse assessment information to reflect on and evaluate the effectiveness of their teaching ● Respond professionally to feedback from staff and professional development |