



TKKM o Tōku Māpihi Maurea
Fully Registered Teacher Job Description 2022

Name: _____

Date of Appointment: _____

Salary Scale: _____

PURPOSE

The Kaiako is responsible to the Principal for teaching, including curriculum delivery, curriculum content, assessment of pupil progress and achievement, reporting to parents, whole school responsibilities and specific delegations.

The Job Description sets out roles and responsibilities, and forms the reference point for performance appraisal.

ACCOUNTABILITY

The Kaiako is accountable to the principal, who in turn is accountable to the Board of Trustees for the performance of all staff.

EXTENT OF AUTHORITY

The Kaiako operates within the legal requirements, the school's charter, policies and plans. The kaiako is responsible for the welfare and education of the children and classes school-wide, and for specific duties delegated by the principal.

WORKING RELATIONSHIPS

Teachers:

1. Give priority to ensuring the well-being and educational achievements of their pupils
2. Work as a member of the staff team
3. Have positive relationships with parents
4. Help to promote the interests and image of the school.

Job Description: Fully Registered Teacher

PRACTISING TEACHER CRITERIA		PRIMARY PROFESSIONAL STANDARDS
PROFESSIONAL RELATIONSHIPS AND PROFESSIONAL VALUES		
Fully registered teachers engage in appropriate professional relationships and demonstrate commitment to professional values.		
Criteria	Key Indicators	
Fully Registered Teachers:		
<p>1.establish and maintain effective professional relationships focused on the learning and wellbeing of ākongā</p> <p>Cultural competency: Wānanga-participates with learners and communities in robust dialogue for the benefit of Māori learners' achievement</p>	<p>(i) engage in ethical, respectful, positive and collaborative professional relationships with:</p> <ul style="list-style-type: none"> • ākongā • teaching colleagues, support staff and other professionals • whānau and other carers of ākongā • agencies, groups and individuals in the community 	<p>Culture</p> <ul style="list-style-type: none"> • Model respect for others in interactions with adults and students • Manage conflict and other challenging situations and effectively and actively work to achieve solutions. <p>Partnerships and networks</p> <ul style="list-style-type: none"> • Be involved with school strategic decision making. • Actively foster relationships with the school's community and local iwi. • Actively foster professional relationships with, and between colleagues, and with government agencies and others with expertise in the wider education community. • Interact regularly with parents and the school community. • Actively foster relationships with other schools and participate in appropriate school networks.
<p>2.demonstrate commitment to promoting the wellbeing of all ākongā</p> <p>Cultural competency: Manaakitanga-demonstrates integrity, sincerity and respect</p>	<p>(i) take all reasonable steps to provide and maintain a teaching and learning environment that is physically, socially, culturally and emotionally safe</p> <p>(ii) acknowledge and respect the languages, heritages and cultures of all ākongā</p>	<p>Culture</p> <ul style="list-style-type: none"> • Maintain a safe, learning-focused environment. • Promote an inclusive environment in which the diversity and prior experiences of students are acknowledged and respected. • Manage conflict and other challenging situations and effectively and actively work to achieve solutions. <p>Systems</p> <ul style="list-style-type: none"> • Effectively uses finance, property and health and safety systems.

towards Māori beliefs, language and culture	(iii) comply with relevant regulatory and statutory requirements	<ul style="list-style-type: none"> • Demonstrates an awareness of school policies and procedures.
<p>3. demonstrate commitment to bicultural partnership in Aotearoa New Zealand</p> <p>Cultural competency: Tangata Whenuatanga-affirms Māori learners as Māori-provides contexts for learning where the identity, language and culture (cultural locatedness) of Māori learners and their whānau is affirmed</p>	(i) demonstrate respect for the heritages, languages and cultures of both partners to the Treaty of Waitangi	<p>Culture</p> <ul style="list-style-type: none"> • Promote the bicultural nature of New Zealand by ensuring that it is evident in the school culture. • Actively foster relationships with the school's community and local iwi.
<p>4. demonstrate commitment to ongoing professional learning and development of personal professional practice</p> <p>Cultural competency: Ako-demonstrates integrity, sincerity and respect towards Māori beliefs, language and culture</p>	<p>(i) identify professional learning goals in consultation with colleagues</p> <p>(ii) participate responsively in professional learning opportunities within the learning community</p> <p>(iii) initiate learning opportunities to advance personal professional knowledge and skills</p>	<p>Culture</p> <ul style="list-style-type: none"> • Demonstrate leadership through leading and participating in professional learning <p>Pedagogy</p> <ul style="list-style-type: none"> • Promote, participate in and support ongoing professional learning linked to student progress.
<p>5. show leadership that contributes to effective teaching and learning</p> <p>Cultural competency: Wānanga-participates with learners and communities in robust dialogue for the benefit of Māori learners' achievement</p>	<p>(i) actively contribute to the professional learning community</p> <p>(ii) undertake areas of responsibility effectively</p>	<p>Culture</p> <ul style="list-style-type: none"> • As Associate Principal, support the development and implementation of the school vision and shared goals focused on enhanced engagement and achievement for all students. • Promote a culture whereby staff members take on appropriate leadership roles and work collaboratively to improve teaching and learning. <p>Pedagogy</p> <ul style="list-style-type: none"> • Promote, participate in and support ongoing professional learning linked to student progress.

		<ul style="list-style-type: none"> • Demonstrate leadership through engaging with staff and sharing knowledge about effective teaching and learning in the context of the New Zealand curriculum documents. • Ensure staff members engage in professional learning to establish and sustain effective teacher / learner relationships with all students, with a particular focus on Māori students and inclusive education. <p>Systems</p> <ul style="list-style-type: none"> • Exhibit leadership that results in the effective day to-day operation of the school. • Operate within board policy and in accordance with legislative requirements. • Effectively manage personnel with a focus on maximising the effectiveness of all staff members.
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PRACTISING TEACHER CRITERIA		PROFESSIONAL STANDARDS	
<p>PROFESSIONAL KNOWLEDGE IN PRACTICE</p> <p>Fully registered teachers make use of their professional knowledge and understanding to build a stimulating, challenging and supportive learning environment that promotes learning and success for all ākonga.</p>			
Criteria	Key Indicators		
Fully Registered Teachers:			
<p>6. conceptualise, plan and implement an appropriate learning programme</p> <p>Cultural competency: Ako-demonstrates integrity, sincerity and respect towards Māori beliefs, language and culture</p>	<p>(i)articulate clearly the aims of their teaching, give sound professional reasons for adopting these aims, and implement them in their practice</p> <p>(ii)through their planning and teaching, demonstrate their knowledge and understanding of relevant content, disciplines and curriculum documents</p>	<p>Pedagogy</p> <ul style="list-style-type: none"> • Ensure that the review and design of school programmes is informed by school-based and other evidence. 	

<p>7. promote a collaborative, inclusive and supportive learning environment.</p> <p>Cultural competency: Manaakitanga-demonstrates integrity, sincerity and respect towards Māori beliefs, language and culture</p>	<p>(i)demonstrate effective management of the learning setting which incorporates</p> <p>(ii) foster trust, respect and cooperation with and among ākongā</p>	<p>Culture</p> <ul style="list-style-type: none"> • Maintain a safe, learning-focused environment. • Promote an inclusive environment in which the diversity and prior experiences of students are acknowledged and respected. • Manage conflict and other challenging situations and effectively and actively work to achieve solutions.
<p>8. demonstrate in practice their knowledge and understanding of how ākongā learn</p> <p>Cultural competency: Ako-demonstrates integrity, sincerity and respect towards Māori beliefs, language and culture</p>	<p>(i) enable ākongā to make connections between their prior experiences and learning and their current learning activities</p> <p>(ii) provide opportunities and support for ākongā to engage with, practise and apply new learning to different contexts</p> <p>(iii) encourage ākongā to take responsibility for their own learning and behaviour</p> <p>(iv) assist ākongā to think critically about information and ideas and to reflect on their learning</p>	<p>Pedagogy</p> <ul style="list-style-type: none"> • Promote, participate in and support ongoing professional learning linked to student progress. • Demonstrate leadership through engaging with staff and sharing knowledge about effective teaching and learning in the context of the New Zealand curriculum documents.
<p>9. respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of ākongā</p> <p>Cultural competency: Tangata Whenuatanga-affirms Māori learners as Māori-provides contexts for learning where the identity, language and culture</p>	<p>(i) demonstrate knowledge and understanding of social and cultural influences on learning, by working effectively in the bicultural and multicultural contexts of learning in Aotearoa New Zealand</p> <p>(ii) select teaching approaches, resources, technologies and learning and assessment activities</p>	<p>Culture</p> <ul style="list-style-type: none"> • Promote an inclusive environment in which the diversity and prior experiences of students are acknowledged and respected.

<p>(cultural locatedness) of Māori learners and their whānau is affirmed.</p>	<p>(iii) modify teaching approaches to address the needs of individuals and groups of ākonga</p>	
<p>10. work effectively within the bicultural context of Aotearoa New Zealand</p> <p>Cultural competency: Tangata Whenuatanga-affirms Māori learners as Māori-provides contexts for learning where the identity, language and culture (cultural locatedness) of Māori learners and their whānau is affirmed.</p>	<p>(i) practise and develop the relevant use of te reo Māori me ngā tikanga-a-iwi in context</p> <p>(ii) specifically and effectively address the educational aspirations of ākonga Māori, displaying high expectations for their learning</p>	<p>Pedagogy</p> <ul style="list-style-type: none"> • Ensure staff members engage in professional learning to establish and sustain effective teacher / learner relationships with all students, with a particular focus on Māori students, Pasifika students and those with Special Learning Needs. • Analyse and act upon school-wide evidence on student learning to maximise learning for all students with a particular focus on Māori and Pasifika students
<p>11. analyse and appropriately use assessment information, which has been gathered formally and informally</p> <p>Cultural competency: Wānanga-participates with learners and communities in robust dialogue for the benefit of Māori learners' achievement.</p>	<p>(i) analyse assessment information to identify progress and ongoing learning needs of ākonga</p> <p>(ii) use assessment information to give regular and ongoing feedback to guide and support further learning</p> <p>(iii) analyse assessment information to reflect on and evaluate the effectiveness of the teaching</p> <p>(iv) communicate assessment and achievement information to relevant members of the learning community.</p> <p>(v) foster involvement of whānau in the collection and use of information about the learning of ākonga</p>	<p>Pedagogy</p> <ul style="list-style-type: none"> • Maintain a professional learning community within which staff members are provided with feedback and support on their professional practice. Systems • Support the principal to provide the Board with timely and accurate information and advice on student learning and school operation. • Analyse and act upon school-wide evidence on student learning to maximise learning for all students with a particular focus on Māori, Pasifika students and those with Special Learning needs <p>Systems</p> <ul style="list-style-type: none"> • Use school / external evidence to inform planning

<p>12. use critical inquiry and problem-solving effectively in their professional practice</p> <p>Cultural competencies: Ako-demonstrates integrity, sincerity and respect towards Māori beliefs, language and culture.</p> <p>Wānanga-participates with learners and communities in robust dialogue for the benefit of Māori learners' achievement.</p>	<p>(i)systematically and critically engage with evidence and professional literature to reflect on and refine practice</p> <p>(ii) respond professionally to feedback from members of the learning community</p> <p>(iii) critically examine their own beliefs, including cultural beliefs, and how they impact on their professional practice and the achievement of ākonga</p>	<p>Pedagogy</p> <ul style="list-style-type: none"> • Ensure that the review and design of school programmes is informed by school-based and other evidence. • Analyse and act upon school-wide evidence on student learning to maximise learning for all students with a particular focus on Māori, Pasifika students and those with Special Learning Needs Systems • Use school / external evidence to inform planning for future action, monitor progress and manage change.
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Additional School Responsibilities

Responsibilities:	Expected Outcomes:
Kaiako (Fully Registered)	<ul style="list-style-type: none"> • Curriculum Leadership –
Other areas are negotiated	<ul style="list-style-type: none"> •

Signed _____
(Teacher)

Date _____

Signed _____
(Principal)

Date _____