



Fully Registered Teacher Job Description

Marton Junction Community Preschool

PO Box 78

Marton 4710

Fully registered teachers have taught for at least two years, attained full registration and display a high level of competence in the performance of the day-to-day teaching responsibilities, and have a recognised early childhood diploma/degree qualification.

Job Title: Full Registered Teacher

Reports to: Senior Teacher

Salaried position: Salary range or wage

40 hours week

Non-contact time

Annual Leave – 4 weeks

Professional development



KEY TASKS AND RESPONSIBILITIES

- 1.
- 2.

Learning and Teaching

UNDERSTANDING TE WHĀRIKI

Are competent in the content of Te Whāriki

- can articulate how Te Whāriki relates to Preschool practices
- can reflect current curriculum theory in participation in the programme

LEARNING, TEACHING AND ASSESSMENT THEORY

Demonstrate and discuss developments in current learning, teaching and assessment theories

- participates in the development and review of assessment systems and methods
- understands and can implement the cycle of teaching, learning and assessment



TREATY OF WAITANGI

Demonstrate knowledge of the Treaty of Waitangi, te reo and tikanga Māori

- makes every attempt to pronounce and use Māori names and words correctly
- incorporates elements of te reo and tikanga Māori into the programme
- develops resources which incorporate elements of te reo and tikanga Māori
- seeks opportunities to further develop and demonstrate understanding of the Treaty of Waitangi

IMPLEMENTING TE WHĀRIKI

Demonstrate appropriate curriculum assessment and evaluation practices that are consistent with the principles of Te Whāriki

- actively participates in all aspects of the planning, assessment and evaluation processes within the team
- developing an integrated approach to planning which reflects the emergent strengths and interests of children
- involves children in assessment of, and planning for, their own learning
- demonstrates an ability to identify appropriate learning goals for individuals and groups of children
- reflects and adapts own teaching approaches and strategies to support and enhance children's learning
- acknowledges the particular knowledge and experiences of Māori children and incorporates these into the programme



TEACHING AND LEARNING STRATEGIES (INCLUDING USE OF RESOURCES AND TECHNOLOGY)

Evaluate and reflect on teaching and learning with a view to improvement

- reflects on own teaching approaches and strategies and takes action to improve
- acknowledges the particular knowledge and experiences of children from diverse backgrounds and has the ability to reflect this in the service/centre programme
- consistently seeks out new ways to facilitate learning and development
- provides appropriate feedback to family/whānau in way that are meaningful and encourages their involvement in their child's learning
- accesses and organises required resources and technology in a timely manner
- uses a variety of resources and technologies for teaching and learning
- uses resources and technologies that are appropriate to the learning styles and interests of children and in such a way that engages children



PLANNING, ASSESSMENT AND EVALUATION

Utilise assessment as a conscious practice of noticing, recognising and supporting documentation

- demonstrates an ability to cater to different learning styles and interests
- as learning occurs, provides feedback to children which is authentic, meaningful, specific and affirming
- has a knowledge of different forms of assessment and uses these to plan for children's learning and development
- gathers assessment examples that are valid indicators of children's interests, strengths and achievements
- maintains accurate documentation that enables children's learning and development to be presented in a clear and understandable way for those involved

POSITIVE GUIDANCE

Demonstrate effective positive guidance strategies

- gives positive feedback to children which encourages their self-esteem and engagement in further learning
- clearly communicates and applies appropriate positive guidance strategies
- involves children and helps them engage in appropriate social behaviour and support of their peers
- implements strategies that encourage children to play cooperatively and collaboratively



ENGAGING CHILDREN

Develop competent practices in facilitating children's engagement in learning

- uses a range of teaching strategies and approaches to engage children in learning
- facilitates opportunities for children to be active and engaged participants in the learning process and demonstrates enthusiasm and enjoyment in learning
- actively supports children's developing identity as learners
- with the team, establishes clear service/centre routines, involving children where appropriate
- always assesses risks to children's safety and takes appropriate action
- establishes and maintains a physical environment which promotes children's engagement in learning

LEARNING ENVIRONMENT

Create and maintain a safe environment that is conducive to learning

- creates a positive environment where children have the confidence to take risks with their learning
- assesses risks to children's safety and takes appropriate action where possible
- establishes a physical environment which promotes children's engagement in learning



EXPECTATIONS

Establish high expectations that value and promote learning

- creates a positive environment where children have the confidence to take risks with their learning
- adapts the physical environment to enhance learning opportunities while maintaining effective routines
- acknowledges and values children's learning through displaying their work

RESPECT AND UNDERSTANDING

Maintain and promote positive relationships with children that respect their individuality, culture and place in their community

- encourages children to take responsibility for their own learning
- implements strategies that enable children to learn to take responsibility for their own behaviour
- supports children to negotiate with each other and resolve their own conflict in appropriate ways
- respects the right of children, colleagues and family/whānau to have their own beliefs and values
- expresses a positive attitude towards people
- encourages children to value and appreciate each other
- listens to and respects the points of view of others



Communication

CHILDREN, COLLEAGUES, FAMILY/WHĀNAU, MANAGEMENT COMMITTEE

Communicate clearly and accurately in either or all of the official languages of Aotearoa/New Zealand

- shows confidence in using a range of communication strategies
- can adapt and select appropriate strategies for communicating effectively with a diverse range of people

Communicate effectively with children, colleagues, family/whānau and caregivers

- maintains confidentiality, respect and trust
- demonstrates skills in active listening
- seeks assistance from colleagues when unsure or misunderstands the situation

Provide regular feedback that contributes to the child's learning pathway

- uses positive reinforcement to encourage appropriate behaviours

Involve family/whānau in the service/centre programme

- recognises and values the input of families/whānau to the Preschool
- effectively handles difficult inquiries from family/whānau, occasionally requiring assistance from a more experienced colleague



Display ethical and responsible behaviour

- familiar with the ECE Code of Ethics and promotes its use
- encourages ethical behaviour in others and role models this

Support for and Co-operation with colleagues

Establish and maintain effective working relationships with colleagues

Shares knowledge of curriculum and teaching approaches to improve practice or supports others

initiates and participates in the development of teaching resources, strategies and approaches

Encourage others and participate in professional development

- identifies own professional development opportunities and communicates these to senior teacher/appraiser when establishing expectations for improving practice
- engages in personal and whole centre professional development, including those held outside the preschool day



Contribution to wider service/centre operations

Contribute to the life of the Preschool, its community and the Association

- willingly participates in activities which benefit colleagues or the preschool as a whole
- advises on proposed modifications to and development of the preschool and Association policies and programmes
- engages in internal review processes within the preschool

Centre Administration

Maintain accurate records in relation to Preschool administrative requirements

- has knowledge of the roles of each position within the Preschool and how these relate to each other
- has a sound knowledge of and consistently follows the policies and procedures of the Preschool
- Accurately completes all appropriate administrative tasks that have been delegated



Required Skills:

Confident and competent in Word, skilled communicator

Required Qualifications: ECE recognised qualification, Fully Registered,

Required Experience: At least 2 years in a ECE educator role

Personal Qualities:

Trust, vitality, enthusiasm, innovative, open communicator, punctual, integrity, organised, honest, professional, empathy, community minded, passionate about ECE, goal orientated, self motivated, demonstrates initiative

Type of contract

Permanent