Position Description

Position: Pouako - Teacher

Date: October 2018

Location: Whangarei

_____

Background

Te Kāpehu Whetū is a Ngāpuhi-centric idea. Based in Ngāpuhi, on the shores of the Whangarei Te Renga Paraoa Harbour, (which literally means 'the meeting place of the whales' and metaphorically 'the meeting place of the chiefs').

The designated character of Te Kāpehu Whetū (Teina) reflects a kura committed to te reo me ona tikanga o Ngāpuhi-nui-tonu with adherence to te Tiriti O Waitangi and the rights accorded us, with particular reference to Article 3 which grants us the rights of citizenship which were affirmed by the men of the 28 (Māori) Battalion who paid the ultimate price of citizenship.

This serves as the korowai for the Kura, the designated character cements our unique educational approach of providing a tikanga Māori-based programme of learning that includes and supports ākonga to achieve their aspirations within the Kura and beyond.

It builds on our three pou:

Kia Māori – an education and an environment that validates Māori knowledge and ways of learning

Kia Mātau – encouraging innovation, inquiry and the development of specialised knowledge and skills

Kia Tū Rangatira Ai – the development of strong character and personal excellence, living with mana.

"Tū ki te marae……..Tū ki te ao"

This kura is viewed as one of the critical building blocks for the rejuvenation of Ngāpuhi Iwi into the new age. The concept for the kura takes its lead from successful innovations of the past and the Leadership Academy Of A Company and includes:

> **'Kaupapa Māori'**

As the philosophical and transformational foundation of the Kura, it validates Māori culture, a Māori world view and requires radical action.

> **Be Māori**

The central pou - affirms ones Māori identity (Be)

> **Be Educated**

A support pou - provides additional skills and knowledge to succeed (Know)

> **Be Rangatira**

A support pou – provides opportunities for personal growth and action (Do)

> **'Educational Innovation'** supported by the three pou consists of the following:

Pedagogical Leadership –

- Ākonga centred systems where 'what' and 'how' the ākonga learns and achieves is the focus and all who are able to make a difference count. This is about establishing a learning environment that focuses its effort and resources on the learning. It requires distributed leadership where everyone takes responsibility to make things happen.

  Constructivism - is the preferred mode of instruction from guided discovery, moving through experiential learning to emergent learning to inquiry based learning as discovery, analytical and self management skills develop.

- Integrated learning, where possible, but with subject specific theoretical or up-skilling instruction as required, to provide foundational understanding or to scaffold Ākonga to the next level.
- It also requires high level IT literacy to have access to timely and relevant information as part of the discovery nature of the learning.

  Ākonga Grouped - as Teina across three groups years 1-3, 4-6 and 7-8.

Pouako

(Teacher)

Responsible to: Pouhere (Principal), Te Kāpehu Whetū Teina

Purpose of Position: The Pouako serves as the teacher and is responsible for ensuring that all ākonga are developed and nurtured in a safe, student-centred learning environment.

Achieving student goals and aspiration requires that the Pouwhakahaere work collaboratively with kura staff, whanau and stakeholders. Inherent in the position are the responsibilities for innovative curriculum delivery, student achievement and growth, student career pathways growth, relationship management, quality teaching and facilitation, data and evaluation management, administrative effectiveness and personal development.

PERSONAL COMPETENCIES AND SELECTION CRITERIA

Essential:

- Fluent te reo me ona tikanga;

- Understands and will champion the kaupapa and intent of the Kura;

- View students as capable with potential;

- Passionate about student achievement that work towards student aspirations

- Strong subject/area/field of knowledge and an ability to deliver this in a student centred environment;

- Solid understanding of TMOA and how it can be made to work for students;

- Demonstrated ability to deliver innovative educational strategies to Māori and other priority learners; (Innovation)

- An inner drive to achieve; (drive for results)

- Strong ability to discern and define complex, uncertain situations and to see patterns and links between seemingly unrelated systems; (problem solving and conceptual thinking)

- Takes action and persists to achieve desired results; (takes initiative)

- Well honed ability to collaborate and work within a team;

- Shows a high level of self control and professionalism; (composure under adversity and crisis)

Desirable:

- Knowledge of the Governments Better Public goals and Education goals;

Experience:

- Experienced skilled practitioner that can demonstrate subject/area/field of knowledge and the ability to plan, deliver, assess and use data to determine next iteration of learning for each student.

- Experienced skilled practitioner that can demonstrate working in a student centred environment using a range of teaching styles appropriate to each student and each area of learning that creates an optimum conditions for learning.

- Experienced skilled practitioner that can demonstrate passion for teaching, creating a safe stimulating, engaging environment that creates a desire for learning, reinforces self esteem and a drive for achievement.

- Can show that you can build and maintained strong, effective, collegial, collaborative working relationships with colleagues.

- Experience in an educational teaching role in a total immersion environment.

Qualifications:

- Bachelors level or equivalent in education or relevant discipline and current registration
- Teaching diploma and current registration

	Key Result Areas	Performance Indicators	
1	**Student Performance** Facilitating high levels of engagement, learning and achievement for each students.	**1.1** Student Results (year 1-6) **1.2** Priority learners results	
2	**Learning Space** The management of a safe, stimulating environment for learning which also allows for risk and challenge.	**2.1** Accident levels **2.2** Conflict levels **2.3** OSH Audit	
3	**Design and Development** The selection of appropriate, relevant and timely learning strategies that are evidence based for deliberate practice and feedback.	**3.1** Peer reviews **3.2** Pilot test results **3.3** Rigor of evidence for methods used	
4	**Delivery Quality** Facilitating and managing the delivery of quality student centred learning and "Blended Learning" as a result of a collaborative team effort	**4.1** Skills/Competency Ratings **4.2** Wellbeing Survey **4.3** Self Efficacy Ratings **4.4** Self Review	
5	**Data analysis and Evaluations** Gather and analyse relevant student data on what works, student progress and where to next for each student	**5.1** Data Accuracy **5.2** Data Value Aligned with Personalised Student Plans	
6	**Administrative Effectiveness**	**6.1** Administration Audit	
7	**Personal Development**	**7.1** Skills Gained **7.2** Special Projects Completed **7.3** Qualifications Gained	
8	**Relationship Management** The development of detailed plans which are results oriented, data/evidence based and aligned at all levels.	**8.1** Wellbeing Survey **8.2** Complaints Resolved	

Terms and Conditions: Pouako

<u>Employment Duration</u>
Full-time permanent

<u>Remuneration</u>
In line with the Primary Teachers' Collective agreement

<u>Hours of Work</u>
The rate is based on 40 hours per week. However, as this is a salary position the incumbent accepts that the hours worked each week may vary and that additional or different hours may be required in order for the Pouako to fulfil the requirements of the role.