

EARLY CHILDHOOD TEACHER - Schedule A – JOB DESCRIPTION

JOB DESCRIPTION – PERFORMANCE REVIEW AND APPRAISAL - Linked to Our Code Our Standards

POSITION:	RELATIONSHIPS WITH:	PRIMARY OBJECTIVE AND PURPOSE:
Key Teacher		
RESPONSIBLE TO: Centre Manager/Owner	<ul style="list-style-type: none"> • Management Team- Owner/Centre Manager /2IC/Office Manager • Teaching Team • Parents/ caregivers and whanau • Visitors to the centre • MOE/ERO/Professional Agencies 	<ul style="list-style-type: none"> • To ensure every teacher is aware of their key teacher responsibilities • To ensure every teacher upholds our Team Contract • To ensure every teacher is made aware that it is their responsibility to maintain their Practising Certificate in order to continue employment as an early childhood teacher at Pebbles.

STANDARD	ELABORATION OF STANDARD	‘MUST HAVE’ CENTRE STANDARDS
<p>S1:Te Tiriti o Waitangi partnership <i>Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand</i></p> <p>TĀTAIAKO COMPETENCY: TANGATA WHENUATANGA- place-based, socio-cultural awareness and knowledg</p>	<ul style="list-style-type: none"> • Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand. • Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi. • Practice and develop the use of Te reo and tikanga Māori. 	<ul style="list-style-type: none"> • Linking most/all Learning Stories to the Maori Values and Taitaiako on Educa • Using our phrase of the month, songs, waiata and Te Reo phrases every day and encouraging peers/giving feedback • Respecting tikanga practices, being aware of expectations and implementing these into your daily practise • Actively contributing to the completion of the All About Me Pages, the Whanau Tree, the Classroom Treaty, child’s mihi • Participating in PD and celebrating special events such as Treaty Day, Matariki, Marae visit, Kapa Haka Groups • Ensuring there is a visual display to acknowledge and welcome our Maori, Pasifica and children from other cultures • Being aware of and using supporting documents: Tataiako, Kahikatea in demonstrating commitment to Te Tiriti • Ensuring there are bi cultural and multicultural resources in the learning environment- making your own resources • Using Te reo when answering the telephone/welcomes
<p>S2: Professional Learning <i>Use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the learning and</i></p>	<ul style="list-style-type: none"> • Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources. • 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, 	<ul style="list-style-type: none"> • Actively contribute and attend all meetings, being punctual, professional and prepared for every meeting • Being a positive role model, enforcing our Team Contract and reminding others to do so as required from time to time • Contributing to a positive team culture, affirmation jars, social events, and giving positive feedback to the team- monthly • Reflecting on your practice at least termly on Educa, sharing and responding to others’ reflections and adding comments • Communicating openly and honestly, ensuring you are using the ‘right channels’

<p><i>achievement of all learners.</i></p> <p>TĀTAIAKO COMPETENCY: WĀNANGA – Communication, problem solving and innovation AKO – Practice in the classroom and beyond</p>	<p>identities, languages and cultures.</p> <ul style="list-style-type: none"> Engage in professional learning and adaptively apply this learning in practice. Be 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. Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem solving and learning-focused collegial discussions. 	<ul style="list-style-type: none"> Reading Termly Policies and Educa Teacher Messages weekly and responding to any requests (without further prompts) Offering feedback and observations to peers, formally on Educa (at least termly) and informally Sharing research articles and responding to them on Educa Sharing your Inquiry Goal and asking for support from your team, supporting your team to achieve their goals Ask for feedback if you have not had any – at least termly and collate this on Educa - PTC Portfolio Being responsible for collecting evidence for the 6 PTC and recording here on this form, sharing at your appraisal meeting Bringing this form and your evidence – in folder and/or on Educa- to appraisal meetings or when requested Attending PD courses (paid and unpaid) and sharing information and reflections at meetings Actively contributing to the Meetings, Planned Internal Evaluations, Emergent Evaluations and the Focus Planning Having professional conversations with colleagues, actively work on your Inquiry Goal and have clear evidence and links Sharing research articles with your team and reflecting on the termly research article Being responsible for your own teacher registration, ensuring you have completed all forms 3 months prior to expiry date
<p>S3: Professional Relationships <i>Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner</i></p> <p>TĀTAIAKO COMPETENCY: WHANAUNGATANGA- WĀNANGA- Relationships communication, problem solving, innovation</p>	<ul style="list-style-type: none"> Engage in reciprocal, collaborative learning-focused relationships with: – learners, families and whānau – teaching colleagues, supports us and other professionals – agencies, groups and individuals in the community. Communicate effectively with others. Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility. Communicate clear and accurate assessment for learning and achievement information. 	<ul style="list-style-type: none"> Positively greeting every child and parent/whanau by first names as they arrive and when they leave the centre At Pebbles Montessori, to share the child’s hand as they leave for the day, giving eye contact Positively greeting the team as you arrive and leave the centre Sharing all information in the daily diary and adding any info to the Communication Diary for Office Manager Actively contributing to Focus Folder, Transitions, ensuring all concerns/info about a child are recorded in the correct way Informing parents about their child’s day, giving examples of what they have done and enjoyed (link to their goal) Following through on agreed ideas and action plans, without prompts/reminders and in a timely fashion Ensuring the Key Teacher Checklist is up to date at all times, individual learning goals are on display in classroom Being responsible and completing all checklists as required and being aware of daily roles/responsibilities Being aware of The Box Internal Network system and how to access Forms, Projects and Guides – asking for help if unsure Writing reflections on Educa at least every term (monthly for PRT) linking to your inquiry goal, planned or emergent reviews Being responsible for at least 2 Spontaneous Self Reviews annually and linking them to the planned review or your goal Attending first aid courses in your time (course fees to be paid) and ensuring you are always up to date

		<ul style="list-style-type: none"> • To understand and implement all expectations of our Planning Procedures within the given timeframe • To be aware of extra area of responsibility every term and complete checklists/expectations
<p>S4: Learning-Focused culture <i>Develop a culture that is focused on learning, and is characterized by respect, inclusion, empathy, collaboration and safety</i></p> <p>TĀTAIAKO COMPETENCY: MANAAKITANGA – Values- integrity, trust, sincerity and equity</p>	<ul style="list-style-type: none"> • Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning. • Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks. • Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs. • Manage the learning setting to ensure access to learning for all and to maximise learners’ physical, social, cultural and emotional safety. • Create an environment where learners can be confident in their identities, languages, cultures and abilities. • Develop an environment where the diversity and uniqueness of all learners are accepted and valued. • Meet relevant regulatory, statutory and professional requirements. 	<ul style="list-style-type: none"> • Actively contribute to the classroom displays and resources • Actively bring ideas, activities, resources and interests to the centre and share your ideas collaboratively with the team • Use resources respectfully, ensuring everything is packed away at end of every day • Make mat times/work times exciting, using own ideas and resources, bringing passion and inspiration to the activity • Discuss challenging children as a team and ensure the Focus Folder is up to date, sharing info with the team on Educa • Ensure individual goals are discussed with parents/whanau every planning cycle and are on display in the classroom • Ensure you are formally assessing every key child and have written documentation of your noticing • Ensure every goal is evaluated and all learning stories link • Ensure we have evidence of parent aspirations and conversations are noted in Noticing Folder or daily diary • Use dispositional language for goals/learning stories and to use the te whariki strips for classroom displays • Ensure your role for the day is on display on arrival and to plan/set up exciting activities throughout the day/week • Complete the Weekly Plan and collect evidence for Planning Book-min one piece a week to file with the Weekly Plan • Have evidence to show the inclusion of an emergent curriculum as well as the Focus Plan. • Set up individual activities for childrens’ goals and ensure you are planning for individual interests and emerging interests • Encourage the child voice by respectfully listening to the child and having hui where the child does most of the talking • Ensure there are always safe places for immobile children • Be prepared to ask for additional support for learners who may need help - hearing/vision impaired learners
<p>S5: Design for learning <i>Design for learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner’s strengths, interests, needs, identities, languages and cultures</i></p>	<ul style="list-style-type: none"> • Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners. • 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 	<ul style="list-style-type: none"> • Agree as a team on strategies for ‘challenging’ children and update the Focus Folder/Behaviour Plans together • Record ‘noticing’ in folder, at least one notice for every child every week as a minimum – Photo Page Planning Cycle Month • Think of the ‘what next’ steps and teacher strategies to plan/evaluate – Educa Plan/Weekly Plan/Noticing Folder • Keep up to date with all assessment, Planning Procedures and Key Teacher Checklist expectations • Ensure there is a brainstorm for the emergent curriculum/ Focus on display, to have evidence of your contribution • Include cultural and other ‘Celebrations’ in our daily practice (list in office) and include in Weekly Plan/Annual Plan • Respond to special events from the child/whanau, individually, group and as a class

<p>TĀTAIAKO COMPETENCY: AKO – practice in the classroom and beyond</p>	<p>or adaptations that may be required.</p> <ul style="list-style-type: none"> • Design and plan culturally responsive, evidence-based approaches that reflect the local community and Te Tiriti o Waitangi partnership in New Zealand. • Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners. • Design learning that is informed by national policies and priorities. 	<ul style="list-style-type: none"> • Invite parents/whanau into the centre to share ideas/values • Organise trips (at least termly) which reflect individual/group interests and diversity • Respond to the needs of the community and be aware of what is happening and how we can help others • Bring in prior knowledge and encourage tamariki to share past experiences and stories from home • Encourage whanau feedback via Educa and include families from around the world to share in the child’s learning journey • Be aware of our Strategic Plan, which outlines recommendations from ERO, and use this to plan inquiry goals
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<h2 style="color: #0070C0;">Our Code:</h2>	
<p>1. COMMITMENT TO THE TEACHING PROFESSION</p>	<ul style="list-style-type: none"> • I will maintain public trust and confidence in the teaching profession by: • Demonstrate a commitment to providing high-quality and effective teaching • Engaging in professional, respectful and collaborative relationships with colleagues • Demonstrating a high standard of professional behaviour and integrity • Demonstrating a commitment to tangata whenuatanga and Te tiriti o Waitangi partnership in the learning environment • Contributing to a professional culture that support and upholds this code
<p>2. COMMITMENT TO LEARNERS</p>	<ul style="list-style-type: none"> • I will work in the best interests of learners by: • Promoting the wellbeing of learner and protecting them from harm • Engaging in ethical and professional relationships with learners that respect professional boundaries • Respecting the diversity of the heritage, language, identity and culture of all learners • Affirming Maori learners as tangata whenua and supporting their educational aspirations • Promoting inclusive practices to support the needs and abilities of all learners • Bing fair and effectively managing my assumptions and personal belief
<p>3. COMMITMENT TO FAMILIES AND WHĀNAU</p>	<ul style="list-style-type: none"> • I will respect the vital role my learners’ families and whānau play in supporting their children’s learning by: • Engaging in relationship with families and whanau that are professional and respectful • Engaging families and whanau in their children's learning • Respecting the diversity of the heritage, language, identity and culture of families and whanau
<p>4. COMMITMENT TO SOCIETY</p>	<ul style="list-style-type: none"> • I will respect my trusted role in society and the influence I have in shaping futures by: • Promoting and protecting the principles of human rights, sustainability and social justice • Demonstrating a commitment to Tiriti o Waitangi based Aotearoa New Zealand • Fostering learners to be active participants in community life and engaged in issues important to the well-being of society