



Staff Member	Position	Terms of Employment	Responsible to
Commencing on 28th January 2020	Teacher Year 7 and 8	Primary Teachers Collective	The Principal

Vision for a Marshland Graduate:

Marshland School graduates will have developed the learning dispositions to enable them to become self-motivated, self-regulated learners throughout life.

Learning Dispositions:

Building learning skills in Reading, Writing and Mathematics to enable and to access further learning across the curriculum using digital affordances

Values: Resilience Resourcefulness Reflectiveness Reciprocity

21st Century Skills: Communication, Collaboration, Curiosity, Creativity

Marshland School believes that success encompasses academic success, social success, physical and mental wellbeing. It is about each child having a growth mindset: feeling happy, hopeful, valued and knowing what to do when they are not successful. It is about every child making progress whatever their current functioning level is.

Our core business is learning. We want students to be drivers of their own learning so that each learner knows how they are going, where they are going and where to next.

Teacher effectiveness is at the heart of student success and requires a continuous inquiry into one's practice to ensure the best possible outcomes for every child.

Marshland School is a learning community that continuously learns and collaborates to function effectively in an increasingly digital world

Key Descriptors of an effective teacher at Marshland School

Professional Responsibilities

- Ensures all students make at least one sub-level progress in Literacy and Mathematics against the Marshland Learning Progressions, especially Maori and Pasifika students

- Develops and drives own professional learning through ongoing reflection, understanding and implementation of best practice and research about teacher effectiveness in a 21st Century learning environment through teacher inquiry
- High Expectations: Is open to new learning and has an attitude of continuous improvement
- Maintains personal balance and wellbeing. Shows resilience and acts on feedback
- Actively contributes towards creating a positive, collaborative learning culture both in your team and the whole school
- Listens: Proactive and open communicator to all stakeholders.
- Is evidenced: Gathers and analyses formal and informal assessment information to further enable learning for students.
- Creatively designs authentic learning opportunities based on evidence to meet individual needs
- Inquires into own teaching practice through the Spiral of Inquiry. Develops, plans and implements flexible learning programmes that encourage student agency within your team

Content Knowledge

- Demonstrates a high level of understanding of knowledge and understanding of foundation learning areas (Literacy and Mathematics) at the Year 7 and 8 level
- **Learners at the Centre:** Uses learning progressions to activate learning so that students know "How am I going?", "Where am I going?" and "Where to next?" Ensures all teachers within the team do the same
- **Emotions are central to motivation and engagement:** Skilfully uses the learning model to deepen understanding and cognitively engages all students about learning and self-regulation

Building Learning Power

- **Role models what it is to be a learner.**
- Implements and builds learners knowledge of the learning process through our Learning Model using our Inquiry model
- **Stretches all Learners:**
- Devises learning programmes that are differentiated and demand hard work and challenge from all but without excessive overload.
- **Assessment for Learning:**
- Is very clear about what is expected, what learners are doing and why. Ensures students are able to fit learning activities into larger knowledge frameworks and become self-regulated learners
- **The Social Nature of Learning:**
- Understands the social nature of learning and actively encourages well-organised cooperative learning such as small and large groups, paired and individual work
- **Building Horizontal Connections:**
- Strongly promotes horizontal connectedness across areas of knowledge and curriculum areas as well as to the community and the wider world

Relationships and Community

- Promotes a collaborative, inclusive and supportive learning community
- Creates and implements opportunities for students to learn in authentic ways, while having a solid foundation in literacy and maths.
- Builds effective relationships with students and their whanau to further enhance and motivate student learning and achievement
- Makes connections with the wider Marshland School Community and Cluster and openly values diversity and cultural differences
- Is culturally aware and committed to the bicultural partnership in Aotearoa, New Zealand
- Responds effectively to diverse cultural experiences and varied strengths, interests and needs of individual learners
- Uses the school's Learning Model and Growth Mindset to actively contribute to creating a positive organisational culture
- Is committed to promoting student wellbeing.

Specific Responsibilities:

You will be responsible for the achievement of a group of students in the Year 7 and 8 (Intermediate) team. Specific other responsibilities will be negotiated with you depending on your strengths and passions.

Appraisal:

You will be appraised by your team Leader on the contents of this job description, the Registered Teachers Code, Standards and Cultural Competencies (Tataiako). This will sit alongside your Teaching as Inquiry using the Spiral of Inquiry.

[Code and Standards](#)

[Code Examples in Practice](#)

[Tataiako](#)



Signed (Employee)

Signed (Principal)