



*A community growing successful learners*

### **Job Description – Classroom Teacher 2019**

#### **Specifications:**

#### ***Essential Element 1***

##### **Reciprocal Learning Community**

At GPS we value the multicultural diversity and strengths of students, parents, whanau and our wider community in our learning.

*As a teacher at GPS, I...*

- Pay constant attention to individual differences and seek commonality so that peers can work together with each other and the teacher.
- Know that disadvantages of home resources are surmountable
- Share common vision and targets.
- Enable students to lead conversations about their learning so that parents/whanau build commitment and partnerships in support of further learning.
- Provide opportunity for students to share their learning with BoT, school and community.
- Acknowledge and access the expertise that Maori parents, whanau, hapu and iwi offer.
- Display respect for the local Maori culture in engaging with Maori learners, their parents, whanau, hapu, iwi and communities.
- Create an environment where learners can be confident in their identity, language, culture and ability.
- Develop an environment where diversity and uniqueness of all are accepted and valued.
- Create opportunities for shared learning to take place, which includes family members and people in the wider community.
- Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners.
- Foster home / school partnerships to work with parents, whanau and students to identify their strengths and learning needs, set goals and plan responsive learning strategies and activities.
- Ensure that students whose culture / first language differs from the culture / first language of instruction are well supported to access the learning.

#### ***Essential Element 2***

##### **Learning Partnership**

At GPS we ensure all learners have ownership of what we learn, how we learn and when we learn.

*As a teacher at GPS, I....*

- Engage in dialogue not monologue.
- Have professional discussions about learning not teaching.

- See assessment and self assessment as feedback to me.
- Support students to be intrinsically motivated, affirming increasing understanding / learning.
- Carefully gauge (with students) when feedback is needed to promote learning.
- Be an active, evidence based reflector. I evaluate the effect of my teaching on student learning and achievement.
- Know learners and plan experiences based on this, according to student's interests.
- Let children have greater ownership for learning where we both decide the content, process and learning experiences.
- Empower students to be independent learners who have commitment to evaluating and adjusting their learning to meet their needs in partnership with the teacher.
- Always involve students in all forms of assessment (what to assess, how and when to use the results to assist their further learning), so students see assessment as essential in helping them to monitor their learning.
- Maintain high expectations of Maori learners succeeding as Maori.
- Actively engage Maori learners and whanau in the learning partnership through regular, purposeful feedback and constructive feed forward.
- Create a community where everyone, including the teacher is a learner; learning conversations and partnerships are encouraged.
- Select teaching approaches, resources, learning and assessment activities based on thorough knowledge of curriculum content, pedagogy, progressions, learning and the learners.
- Gather and analyse data to identify next steps.
- Engage in reciprocal, collaborative, learning focussed relationships with learners, families, whanau.
- Teach in ways that enable learners to learn from one another, to collaborate, self regulate and develop agency over their learning.

### ***Essential Element 3***

#### **Future Focus**

At GPS we prepare our learners to be inquirers and to be successful in a changing and uncertain world.

*As a teacher at GPS, I.....*

- Develop positive relationships where there is student more than teacher questioning.
- Provide challenge through LI's and SC that require us to ask
  - Where am I going?
  - How am I going?
  - Where to next?
- Assist the making of connections by enabling students to enter and explore new learning environments, overcoming barriers of distance and time.
- Facilitate shared learning by enabling students to join or create communities of learners that extend well beyond the classroom.
- Enhance opportunities to learn by offering students virtual experiences and tools that save them time, allowing them to take their learning further.
- Be an expert in the subject and keep current through reviewing recent research, new technologies and new ideas in the subject.
- Incorporate e-learning, facilitated by ICT to support my teaching practice.
- Inquire and reflect on the effectiveness of my practice.
- Create opportunities for students to encounter new learning a number of times in a variety of different contexts.
- Stimulate the curiosity of students and require them to search for relevant information and ideas, and challenge them to use or apply what they discover in new contexts or different ways.

- Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners.
- Work on problems that are real to the group, class, community or the world.
- Work with diverse others, ideas and values.
- Engage in collective knowledge building and collective action.
- Revisit ideas and actions over time – to think critically about, question, and alter, adapt or improve on ideas or actions undertaken at any given point in time.
- Create links between opportunities to learn in different contexts.

#### ***Essential Element 4***

##### **Biculturally responsive**

At GPS we value the importance of the language, identity and culture of our Māori learners and we support them to engage and achieve success.

*As a teacher at GPS, I.....*

- Plan and implement programmes of learning which accelerate the progress of each target and priority Maori learner.
- Have respectful working relationships with Maori learners and their whanau, hapu and iwi which enhance Maori learner achievement (whanaungatonga)
- Take responsibility for own development about Maori learner achievement.
- Incorporate Maori culture (nga tikanga-a-iwi) in curriculum delivery and design processes.
- Can describe how the Treaty of Waitangi influences their practice as a teacher in the NZ educational setting.
- Ensure parents and the community feel welcome at the school.
- Track Maori student progress.
- Celebrate important Maori events and student success and achievement.
- Undertake PLD opportunities to develop / grow Te Reo.
- Create an environment where learners can be confident in their identity, language, culture and ability.
- Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand.
- Understand and acknowledge the history, heritages, languages and cultures of partners to Te Tiriti o Waitangi.
- Practice and develop the use of Te Reo and tikanga Maori.
- Design and plan culturally responsive, evidence based approaches that reflect the local community and Te Tiriti o Waitangi partnership in NZ.
- Specifically support the educational aspirations for Maori learners, taking shared responsibility for these learners to achieve educational success as Maori.

#### ***Essential Element 5***

##### **Values**

At GPS we believe in and model our shared values in our everyday actions and interactions.

*As a teacher at GPS, I.....*

- Provide a class climate that is fair, empathetic and trustworthy.
- Teach the value of concentration, perseverance and deliberate practice.

- Develop trustful and safe relationships with the students, that focus on learning.
- Display respect, integrity and sincerity when engaging with Maori learners, whanau, hapu, iwi and communities.
- Display respect for the local Maori culture, in engaging with Maori learners, their parents, whanau, hapu, iwi and communities.
- Care about Maori learners, what they think and why.
- Foster trust, respect and co-operate with and among learners and teachers, so they can experience an environment which is safe to take risks and make mistakes.
- Foster positive relationships within environments that are caring, inclusive, non discriminatory and cohesive.
- Encourage students to value
  - Excellence by aiming high and persevering in the face of difficulties
  - Innovation, inquiry and curiosity by thinking critically, creatively and reflectively
  - Diversity
  - Equity
  - Community and participation
  - Ecological sustainability
  - Integrity by being honest, responsible and accountable and acting ethically
  - Respect of themselves, others and human rights
- Work with parents, students and community to engage in joint activities and interventions to improve learning and / or behaviour.

### ***Essential Element 6***

#### **Essential Learning Areas**

At GPS we empower our learners to question, build, apply and communicate new knowledge and to experience the links between the learning areas.

*As a teacher at GPS, I.....*

- Inform all about the language of learning for a shared language of learning.
- Allow time for, and students to independently act on feedback to improve their work.
- Know the learning progressions and confidently work with any student on any level.
- Am clear about what is being learnt.
- Have sufficient understanding of specified curriculum and its progression of learning.
- Am assessment literate.
- Conscientiously plan and use pedagogy that engages Maori learners and caters for their needs.
- Continue to research best practice and innovation.
- Teach in ways that ensure all learners are making sufficient progress and monitor the extent and pace of learning, focussing on equity and excellence for all.
- Seek and respond to feedback from learners, colleagues and other professionals.
- Select teaching approaches, resources and learning and access activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners.
- Help students make connections across learning areas as well as to home practices and the wider world.

### ***Essential Element 7***

#### **Social & Emotional Competence**

At GPS we look after ourselves and each other when we live, learn, work and contribute as active members of our multicultural community.

*As a teacher at GPS, I.....*

- Develop peer interactions for powerful improvement in learning.
- Build student identity – we are writers / mathematicians.
- Routinely reflect on what can be done to make the learning more engaging and enjoyable.
- Develop genuine, co-constructed partnerships in the classroom.
- Engage with the Maori learners, whanau, hapu, iwi and communities in open dialogue about teaching and learning.
- Actively seek ways to work with whanau to maximise Maori learner success.
- Validate prior knowledge that Maori learners bring to their learning.
- Manage the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural and emotional safety.
- Attend to the cultural and linguistic diversity of all students.

**Other Responsibilities:**

- Provide written report to parents twice a year.
- Attend calendared meetings.
- Carry out lunch and other duties.
- Abide by health and safety policies and procedures.
- Have a working knowledge of whole school policies and procedures.

**Signed:**

**Teacher:** \_\_\_\_\_

**Principal:** \_\_\_\_\_