



SENIOR TEACHER – POSITION DESCRIPTION

RESPONSIBLE TO: General Manager SCK and the combined Association's Management Group
Management Group: General Managers of the following Association

- South Canterbury Kindergartens
- Oamaru Kindergarten Association
- Geraldine Free Kindergarten Association
- Ashburton Kindergarten Association
- Waimate Kindergarten Association

Angela O'Connor – K4 Senior Teacher Leader

PRIMARY OBJECTIVES:

- To provide professional leadership within five Associations through responsiveness to the changing sociocultural and educational contexts of Aotearoa/New Zealand.
- To support the Associations' teachers to continually strengthen teaching practices and provide meaningful and appropriate professional development.
- To demonstrate and share an extensive knowledge and understanding of current approaches to early childhood pedagogy.
- To demonstrate a professional, ethical and approachable style with teachers and support staff and provide support and leadership to develop positive and effective teaching teams.
- To contribute positively and enthusiastically to the kindergartens, the Association, and the wider education community.
- To appreciate the different kindergarten Association cultures and demonstrate flexibility in adapting to these.

	Key Tasks	Expected Outcomes
<u>Professional Leadership</u>	<ul style="list-style-type: none"> • Demonstrate an extensive knowledge and understanding of current approaches to effective teaching and learning • Ensure full knowledge of and compliance with Early Childhood Regulations/Kei Tua o Te Pae/Te Whāriki and Association Policy. • Establish and engage in processes of internal evaluation that facilitates continual improvement for the each Association and their kindergartens. • Support the implementations of action items 	<ul style="list-style-type: none"> • demonstrates a thorough understanding of current policies and practices in early childhood education. • keeps up to date with theories and practices for teaching and learning. • disseminates information and knowledge about current practices in teaching and learning. • supports teachers to enhance their knowledge and understanding of current approaches to effective practice in teaching and learning. • ensures that teaching teams use a comprehensive and appropriate ongoing process of assessment, planning and evaluation. • supports and promotes the use of ICT for teaching and learning in an integral way. • contributes to the establishment and implementation of each Association's

	<p>and recommendations of the Education Review Office or other internal reviews, commissioned by the Association.</p> <ul style="list-style-type: none"> • Understand and apply where appropriate, current practices for effective leadership and management from both within and beyond education. • Provide professional leadership and direction to the kindergarten teams by encouraging vision and innovation. • Inspire, motivate and support teachers to continually improve the quality of teaching and learning. • Reflect on own performance and demonstrate a commitment to ongoing learning • Advocate for and support the facilitation, 	<p>processes for regular internal evaluation.</p> <ul style="list-style-type: none"> • supports and encourages teaching teams to develop and engage in a meaningful process. • reflects on outcomes of internal evaluation and contributes to implementing strategies for improvement. • has well developed practices in data collection, critical analysis, management and reporting. • contributes to effective and timely responses to external audits. • provides appropriate monitoring and professional support. • ensures that the legal requirements of the Association are met and exceeded. • ensures teaching teams and Governing Boards are aware of legal requirements and best practice. • contributes to establishing, implementing and maintaining effective and efficient management systems. • keeps up to date with current leadership and management theories and practices through professional development and reading. • disseminates information and knowledge about current practices for effective leadership and management. • supports teachers to enhance their knowledge and understanding of current practices for effective leadership and management. • actively seeks out and implements wise practice systems for management and leadership. • manages time well, prioritises tasks and meets deadlines. • encourages visionary thinking and supports innovation in kindergarten practice. • provides appropriate role models, guides and mentors for teachers. • sets clear expectations for teachers. • articulates a coherent philosophy of early childhood education. • works to ensure that teachers feel valued and are motivated and positive about the direction of each Association. • encourages and provides opportunities for teachers to reflect on their practice. • encourages teachers to share effective teaching and learning practices. • undertakes self-appraisal as part of performance management process. • identifies own strengths and areas for development. • actively seeks opportunities to improve knowledge and skills. • engages in meaningful and effective professional development. • builds networks with a range of organisations to enhance own learning. • maintains active membership of relevant professional organisations. • makes every attempt to pronounce Māori names and words correctly and supports
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	<p>development and implementation of practices throughout the Association that reflect and incorporate te reo and tikanga Māori and the Treaty of Waitangi.</p> <ul style="list-style-type: none"> • Display ethical and responsible behaviour 	<p>others to use correct pronunciation.</p> <ul style="list-style-type: none"> • demonstrates an understanding of tikanga Māori in an ECE context. • takes opportunities to develop own knowledge and supports others in the Association to develop knowledge of te reo and tikanga Māori. • demonstrates an understanding of the Treaty of Waitangi and biculturalism in an ECE context. • takes opportunities to develop own knowledge and support others in each Association to develop knowledge of the Treaty of Waitangi and biculturalism. • demonstrates an understanding of the Treaty of Waitangi and biculturalism in an ECE context. • . • is familiar with the Our Code, Our Standards, and promotes the use of these professional standards. • is able to access relevant information to support ethical behaviour. • encourages ethical behaviour in others and provides role model for this behaviour.
<p><u>Strategic Leadership</u></p>	<ul style="list-style-type: none"> • Understand the implications of Aotearoa/New Zealand's changing cultural, social and economic context and advocate for responsive Association policies and practices. • Contribute to the development of a shared vision for the future of eachj Association and reflect a commitment to focusing the Association on continual improvement. • Make progress toward achieving each Association's vision through effective management of available resources. • Demonstrate an understanding of and be responsive to the aspirations and concerns of the kindergarten communities, the education sector and the wider education community. 	<ul style="list-style-type: none"> • provides opportunities for different interest groups to articulate their vision for each Association. • provides effective professional leadership in facilitating continual improvement. • keeps up to date with issues and disseminates relevant information that could impact on the work of each Association. • supports the each Association to monitor and respond to demographic changes. • supports teaching teams to adapt to cultural, social and economic changes. • works to ensure teachers feel valued and are motivated and positive about each Association. • promotes an ethos throughout each Association that sets an expectation for the provision of high quality early childhood education. • consults regularly and effectively with interest groups. • contributes to discussions regarding resourcing and property priorities. • develops positive working relationships with appropriate personnel outside the Association. • liaises effectively with relevant agencies. • balances the perspectives of different groups. • where appropriate, works with community agencies and groups on issues of concern. • promotes opportunities for the involvement of teaching teams in decision making.

		<ul style="list-style-type: none"> demonstrates an understanding of the implication of Government policies for the work of each Association.
<u>Professional Development and Practice</u>	<p>Programme Development and Practice</p> <ul style="list-style-type: none"> Ensure that Programme Planning meets the observed needs of the children, Provide support and advice to teaching staff on their professional practice. Monitor the standard of approved Relievers and provide needs based Professional Development for Relievers. Encourage responsibility for commitment to Te Tiriti o Waitangi within teaching teams. <p>Communication</p> <ul style="list-style-type: none"> Regular communication and meetings with teaching staff. Maintain a system where written reports on courses attended by Teachers are monitored and relevant information is passed on to other Teachers. <p>Professional Development</p> <ul style="list-style-type: none"> Identify and plan Professional Development opportunities for teaching staff. Ensure that the performance appraisal system is followed and utilised effectively. 	<ul style="list-style-type: none"> curriculum reflects the philosophy of the Kindergarten, and complies with Te Whāriki. Head Teachers are informed and consulted. meaningful and appropriate professional development is provided regularly. relievers are supported and receive opportunities to attend professional development. teaching teams are aware of best practice for bicultural curriculum. teaching teams are informed and consulted. visits to kindergartens are documented and reports are provided in a timely manner. reports are useful and relevant. professional support and advice is provided. teaching teams are appraised and documentation is maintained.
<u>Professional Relationships</u>	<p>Teaching staff</p> <ul style="list-style-type: none"> Help build a cooperative and supportive team environment. Foster relationships between kindergartens and the Associations 	<ul style="list-style-type: none"> communication within the kindergarten community fosters collaboration and belonging promotes opportunities for parents, whanau and community to be involved in children's learning. demonstrates positive relationships with kindergarten staff and kindergarten

	<ul style="list-style-type: none"> • Identify, establish and facilitate relationships within and between the education sector and the wider community. • Communicate effectively with a range of individuals and groups. • Manage conflict effectively and work actively to achieve resolution. 	<ul style="list-style-type: none"> communities. • contributes to management discussions and decision making. • makes constructive contributions to the work of the senior management team. • positively represents the Associations. • makes every attempt to ensure all parties are appropriately informed. • builds relationships with community leaders as appropriate. • balances the perspectives of interest groups and where appropriate works with them. • keeps the Associations appropriately informed on issues relevant to kindergarten operations. • speaks clearly, concisely and confidently. • writes clearly and concisely. • listens actively. • keeps teaching staff and senior management team appropriately informed on issues of importance to each Association. • deals fairly with people. • able to deal with challenging situations constructively and appropriately. • works to achieve solutions seeks appropriate assistance to conflict resolution when necessary.
<u>Operations and Management</u>	<ul style="list-style-type: none"> • Analyse current and emerging trends, and identify strategies to assist the Associations with long-term planning. • Support and implement Board decisions, directions and policies. • Contribute to the Associations' performance management policies, procedures and practices to maintain and improve teacher effectiveness • Comply with all legislative requirements and with monitoring and reporting requirements. 	<ul style="list-style-type: none"> • advocates recruitment and appointment processes that are consistent with the State Sector Act and reflect each Associations' EEO policies. • participates in the Association's performance management systems. • ensures that teachers have opportunities to access professional development. • supports effective strategies to recruit and retain high quality teaching staff to join the Associations. • promptly addresses the performance issues of teachers. • understands the impact of technology in the workplace. • uses ICT (information and communication technologies) to access and manage information. • works within relevant regulations and requirements relating to all aspects of each Association's operations. • ensures that teachers comply with all relevant legislation and reporting requirements.

	<ul style="list-style-type: none"> • Use of available financial resources and assets to effectively and efficiently support Association operations. • Works with the General Managers to recruit and manage staffing • Assist the General Manager 	<ul style="list-style-type: none"> • ensures that all reporting requirements are met to the appropriate standard. • ensures that allocated budgets are utilised to reflect each Associations' priorities. • focuses available financial resources on areas which have the greatest benefit in improving learning outcomes for children. • maintains an effective system for controlling, monitoring and reporting on the use of finances and resources. • Is a member of the appointments committee. • prepares staffing schedules and spread sheets that represent efficient use of staffing and complies with all legal ratios. • advises on permanent and long term relieving positions. • assists in the identification of future leaders. • assists each Association's Operations Co-ordinator with salary assessment and preparing Employment Agreements. • liaises, advises and works with the General Managers as required.
<u>Governance</u>	<ul style="list-style-type: none"> • Informs and offers advice to the Governing Boards on professional teaching practice 	<ul style="list-style-type: none"> • prepares a Senior Teacher report for Governing Board Meetings. • facilitates presentations to the Governing Boards on curriculum and teaching practice.

Person Specification

The Senior Teacher will:

- Provide professional leadership and support to Head teachers and Teachers, and support staff where relevant.
- Demonstrate and disseminate current knowledge of kindergarten and research underpinning Early Childhood Education theory and practice.
- Monitor the successful implementation of Te Whaariki in kindergartens through the use of assessment, planning, evaluation and self-review processes.
- Develop and maintain effective and respectful relationships with Head Teachers; Teachers; children and their families and whanau; colleagues; and, the wider education community.
- Be able to articulate a clear philosophy, based on relevant ECE research, theory and best practice.
- Demonstrate understanding of Te Tiriti o Waitangi

- Have an ability to reflect and learn, along with a commitment to ongoing professional development
- Be committed to ethical practices and demonstrate ethical and responsible behaviour.
- Demonstrate effective working relationships with the Management Group and Governing Boards to support the Board and Management in their strategic planning and implementation.

Attributes

It is generally expected that the Senior Teacher will display the following attributes:

- leadership
- excellent communication skills
- integrity
- ethics
- tact
- discretion
- warmth & responsiveness
- enthusiasm
- empathy
- initiative
- innovation
- loyalty
- flexibility

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