



Whakatane High School

Responsible To : The Principal, The Director of the Teen Parent Unit

Responsible For: Teaching in the Whakatane High School Teen Parent Unit

Primary Aim

To make the fullest possible professional contribution towards meeting the educational and pastoral needs of the young parents at the Whakatane High School Teen Parent Unit. For this position these responsibilities are:

Registered Teacher Criteria

Professional relationships and professional values

Fully registered teachers engage in appropriate professional relationships and demonstrate commitment to professional values.

Criteria	Key Indicators
Establish and maintain effective professional relationships focused on the learning and well-being of ākongā	I. Engage in ethical, respectful, positive and collaborative professional relationships with: <ul style="list-style-type: none">• Ākongā• Teaching colleagues, support staff and other professionals• Whānau and other carers of ākongā• Agencies, groups and individuals in the community
Demonstrate commitment to promoting the well-being of all ākongā	I. Take all reasonable steps to provide and maintain a teaching and learning environment that is physically, socially, culturally and emotionally safe ii. Acknowledge and respect the languages, heritages and cultures of all ākongā iii. Comply with relevant regulatory and statutory requirements
Demonstrate commitment to bicultural partnership in Aotearoa New Zealand	I. Demonstrate respect for the heritages, languages and cultures of both partners to the Treaty of Waitangi
Demonstrate commitment to ongoing professional learning and development of personal professional practice	I. Identify professional learning goals in consultation with colleagues ii. Participate responsively in professional learning opportunities within the learning community iii. Initiate learning opportunities to advance personal professional knowledge and skills

Show leadership that contributes to effective teaching and learning	<ul style="list-style-type: none"> I. Actively contribute to the professional learning community li. Undertake areas of responsibility effectively
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Professional knowledge in practice

Fully registered teachers make use of their professional knowledge and understanding to build a stimulating, challenging and supportive learning environment that promotes learning and success for all ākongā.

Criteria	Key Indicators
Conceptualise, plan and implement an appropriate learning programme	<ul style="list-style-type: none"> I. Articulate clearly the aims of their teaching, give sound professional reasons for adopting these aims, and implement them in their practice li. Through their planning and teaching, demonstrate their knowledge and understanding of relevant content, disciplines and curriculum documents
Promote a collaborative, inclusive and supportive learning environment	<ul style="list-style-type: none"> I. Demonstrate effective management of the learning setting which incorporates successful strategies to engage and motivate ākongā li. Foster trust, respect and cooperation with and among ākongā
Demonstrate in practice their knowledge and understanding Of how ākongā learn	<ul style="list-style-type: none"> I. Enable ākongā to make connections between their prior experiences and learning and their current learning activities li. Provide opportunities and support for ākongā to engage with, practise and apply new learning to different contexts lii. Encourage ākongā to take responsibility for their own learning and behaviour lv. Assist ākongā to think critically about information and ideas and to reflect on their learning
Respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of ākongā	<ul style="list-style-type: none"> I. Demonstrate knowledge and understanding of social and cultural influences on learning, by working effectively in the bicultural and multicultural contexts of learning in Aotearoa New Zealand li. Select teaching approaches, resources, technologies and learning and assessment activities that are inclusive and effective for diverse ākongā lii. Modify teaching approaches to address the needs of individuals and groups of

	ākonga
Work effectively within the bicultural context of Aotearoa New Zealand	<p>I. Practise and develop the relevant use of te reo Māori me ngā tikanga-a-iwi in context</p> <p>li. Specifically and effectively address the educational aspirations of ākonga Māori, displaying high expectations for their learning</p>
Analyse and appropriately use assessment information, Which has been gathered formally and informally	<p>I. Analyse assessment information to identify progress and ongoing learning needs of ākonga</p> <p>li. Use assessment information to give regular and ongoing feedback to guide and support further learning</p> <p>lii. Analyse assessment information to reflect on and evaluate the effectiveness of the teaching</p> <p>Iv. Communicate assessment and achievement information to relevant members of the learning community</p> <p>V. Foster involvement of whānau in the collection and use of information about the learning of ākonga</p>
Use critical inquiry and problem-solving effectively in their professional practice	<p>I. Systematically and critically engage with evidence and professional literature to reflect on and refine practice</p> <p>li. Respond professionally to feedback from members of their learning community</p> <p>lii. Critically examine their own beliefs, including cultural beliefs, and how they impact on their professional practice and the achievement of ākonga</p>
Specific to the Teen Parent Unit	<p>I.Participate, implement and review the IEP of all akonga.</p> <p>li. Actively participate and support the wider curriculum and courses at the Teen Parent Unit. These could include: First Aid, Incredible Years, Taster Courses etc.</p> <p>lii. Maintain accurate student attendance and academic records using KAMAR.</p>

Signed: _____
Principal

Signed: _____
Teacher

Date: _____