

## Position Description: Teacher

<b>Responsible to:</b>	<b>Head Teacher Senior Teacher General Manager</b>
<b>Working relationships:</b>	<b>Teachers, Governing Board members, Association Council, parents &amp; whanau, Local Committees, Education and Support Agencies</b>
<b>Primary Objective:</b>	<b>To provide high quality education that is accessible to all and meets the needs of the community</b>

### **1. Professional and Theoretical Teaching & Learning Knowledge and Practices**

Achievement of a satisfactory level of professional and theoretical knowledge and practice in teaching to provide effective planned learning for all children. Ability to keep current with developments and trends in Early Childhood Education (ECE). Hold a recognised ECE teaching qualification, be participating in ongoing professional development and/or study and hold current teacher registration.

#### **Key Actions:**

- Understand and implement Te Whāriki: ECE Curriculum
- Understand and implement current learning, teaching and assessment theories
- Demonstrate knowledge of the Treaty of Waitangi, te reo and tikanga Māori in practice
- Develop, apply, and evaluate teaching strategies and learning using various resources and technology
- Demonstrate effective knowledge and practices in assessment, planning, evaluation and self review
- Provide a safe learning environment that engages children in learning
- Demonstrate effective behaviour management strategies
- Demonstrate a commitment to ongoing learning and teaching including being responsible for initiating and implementing own appraisal programme.

### **2. Relationship building**

Proactively develop relationships and communicate effectively with children, family whānau, community, local schools and other agencies involved in the kindergarten and the wider community. Anticipate and provide solutions to family/whānau needs.

#### **Key Actions:**

- Demonstrate respectful, reciprocal and responsive relationships with children
- Display ethical and responsible behaviour

- Communicate sensitively, objectively and regularly with parents/whānau including the educational progress of their child
- Develop and maintain a partnership with parents/whānau
- Involve parents/whānau in the kindergarten programme
- Provide parent education opportunities
- Be responsive to the needs of family by listening, empathising, clarifying and showing an endeavour to meet their needs
- Communicate effectively with the community and appropriate agencies.

### **3. Teamwork and Collaboration**

Work effectively with Head Teacher, colleagues, Teacher Aides, parent help, student teachers and others to realise kindergarten goals. Take actions that respect the needs and contributions of others; contribute to and accept the consensus; commit to the objectives of the team and/or Kindergarten Association.

#### **Key Actions:**

- Build relationships:
  - Maintain or enhance self esteem of self and others
  - Listen and respond with empathy
  - Ask for help and encourage involvement
  - Use appropriate conflict resolution and problem solving skills
  - Provide constructive and/or positive feedback when required
  - Shows sensitivity to the needs of colleagues
  - Maintain respect for cultural diversity.
- Contribute to team/kindergarten success:
  - Exchange information freely
  - Volunteer help and ideas
  - Support and adhere to Head Teacher and team decisions
  - Put team goals ahead of individual goals
  - Raise, work through and resolve issues in a timely and professional manner
  - Commit to, develop, review and follow the Team contract/agreement
  - Engage in own and whole centre professional development.

### **4. Adaptability and Flexibility**

Maintain effectiveness in varying environments and with challenging tasks, responsibilities and people.

#### **Key Actions:**

- Adjust approach to match varied task requirements
- Adjust behaviour to take account of other's styles
- Change priorities to meet changing demands
- Adjust quickly to new responsibilities and tasks
- Be open and flexible.

### **5. Wellbeing**

Maintain a balanced wellbeing and professionalism under time pressure and/or multiple job demands; relieving stress in a manner that is acceptable to the person, others and the kindergarten.

#### **Key Actions:**

- Maintain poise under pressure
- Identify ways to reduce job stress
- Acknowledge and seek support from others when needed
- Use appropriate coping techniques (Humour, positive thinking, talking with team).

## **6. Planning and Organising**

Establish a course of action for self and/or others to accomplish goals. Ensure effective organisation of self/others and resources.

### **Key Actions:**

- Set priorities
- Establish objectives and milestones
- Estimate time and schedule activities accordingly
- Identify and allocate resources
- Use tools to manage time and resources (e.g. computer, calendar, files, and charts).

## **7. Operations and administration**

Comply with Ministry of Education Regulations, Kindergarten Association Policies, rationales and procedures, and requirements.

### **Key Actions:**

- Attend Local Committee meetings and assist, where appropriate, with supporting the Head Teacher/ Teaching Team report.
- Contribute towards the effective functioning of the total kindergarten's relationships with the Association and the wider community (including marketing opportunities e.g. Children's Day)
- Attend and participate in teacher meetings including Kindergarten, Cluster and Association e.g. Council meetings
- Understand and implement the contents of all Ministry of Education Regulations and Association policies, rationales and procedures
- Build knowledge and skill in relation to Association administrative requirements
- Share in administrative tasks.

**To carry out any other duties as required from time to time or through delegation that are reasonably expected in a teacher role.**

## **Personal Attributes**

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

- effective communication skills
- integrity
- ethics
- tact
- discretion
- warmth & responsiveness
- enthusiasm
- empathy
- initiative
- innovation
- loyalty