



Frankley School

Te Kitenga - Our Vision

Positive Difference
Creative Learner
Effective Communicator



Te Takanga - Our Mission

Maintain a challenging learning to learn
community that responds to the interests,
needs and talents of our learners.

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Responsible to the Principal

Through all their daily actions, the teaching team at Frankley School actively encourage:

- A shared understanding and a cohesive approach to our School Vision
- Clear focus on our Guiding Principles and Capabilities
- Reflective dialogue
- Collaboration

This is to promote Tū Kaha, Tū Manaaki, Tū Ako - Courageous Caring Learner

The concepts of manaakitanga, whanaungatanga, ako and mahi tahi must be prominent because they collectively provide the foundation for an approach to education that is culturally responsive. We recognise Te Ao Māori and developing effective relationships built on trust and respect are an integral part of improving the outcomes for our students and as such it underpins and weaves through each of the areas below.

In addition to meeting the Standards for the Teaching Profession and adhering to the Code of Professional Responsibility the teacher will also undertake any other duties as required from time to time. Ensuring the safety and wellbeing of students at all times is priority.

Te kitenga, Our school vision is;

Tū Kaha, Tū Manaaki, Tū Ako - Courageous Caring Learner

I show my commitment to this by modelling and encouraging: (this will be developed by staff)

Tū Kaha
Tū Manaaki
Tū Ako

The Frankley School Vision and Curriculum will be at the forefront of quality teaching practice

Professional Responsibilities at Frankley School	Quality practices at Frankley School	Evidence that demonstrate these quality practices
	<p><u>Professional Learning</u></p> <ul style="list-style-type: none"> • I undertake Teaching as Inquiry to improve my teacher practice and learning outcomes for students • I keep up to date with current research around learning and teaching to ensure practice promotes and enhances learning opportunities for students • I seek support and new ideas from colleagues and experts to enhance learning for all students • I actively participate in Mahi Tahī and other professional learning opportunities 	<ul style="list-style-type: none"> • A planned TAI with student outcomes, following the TAI cycle, including a summary of the next steps • Reflect on student needs, school targets and goals and hunches when deciding on the Inquiry Topic • Create and update regularly a Hub analysis following school guidelines • Undertake research to support inquiry or students not progressing • Reflective journaling describes new learning and outcomes for students - through TAI • Actively respond and contribute to discussions, in person and online • Being open to being the expert and/or facilitating learning • Sharing practice across Learning Hubs • I will respond and adapt my teaching practice in response to PLD and day to day reflection
	<p><u>Professional Relationships</u></p> <ul style="list-style-type: none"> • I interact in a professional manner with all staff and whānau • I provide opportunities for whānau to meet with me. I make regular contact with whānau using a variety of means-email, telephone, face to face, home visits to develop whanaungatanga. • I complete written reports to whānau to support their involvement and understanding of their child's learning in the context of the Frankley school curriculum • I work with my collaborative partner to regularly gain information about the learner through a variety of means e.g. STIN 	<ul style="list-style-type: none"> • Whānau feel a sense of whanaungatanga. Meetings and discussions are held when necessary. Whānau voice is welcomed. Interactions with whānau are documented and shared with appropriate people • I share wonderings and curiosity about TAI and professional learning conversations. • The information is used to enhance learner hauora (well-being & achievement) • Anecdotal notes reflect situations and information collected is impartial and shared with the appropriate people • Outside agencies and learning assistants feel valued and fully informed

	<ul style="list-style-type: none"> • I collate and share information with outside agencies and specialist teachers to support planning and next steps. Anecdotal notes are updated as needed • I ensure I am supportive and form professional relationships with outside agencies and colleagues e.g. Learning assistants • I contribute, adhere and reflect on the hub agreement 	
	<p><u>Learning-focused Culture</u></p> <ul style="list-style-type: none"> • I co construct learning opportunities with learners based on goals, passions and interests • I ensure inclusiveness practices for all Learners • I identify Māori/Pasifika learners to ensure cultural responsiveness practices and achievement • I organise and participate in STIN interviews, record information and respond and reflect throughout the year • I support Students to undertake a Student led conference • I value and seek to understand the ethnicity of all my learners, responding to their needs 	<ul style="list-style-type: none"> • Children have agency to access, and demonstrate their learning through a variety of ways • Narratives of whānau would be known and understood and used to personalise learning • Children are using their STI as a vehicle of learning • Children contact outside people to support their learning
	<p><u>Design for Learning</u></p> <ul style="list-style-type: none"> • I plan teaching activities to promote higher order thinking • I analyse hub and individual achievement, identifying the strengths, talents, interests with whānau 	<ul style="list-style-type: none"> • I deliberately plan the use of technology at the upper ends of the SAMR model • Students learn in an environment responsive to their strengths, talents, interests and needs, eg, <i>PBL, Passion projects, Co constructed W.I.T.s</i> • I collect student voice and act on it to engage our students in their learning • I support students to analyse their own achievement and co construct next learning steps and goals

	<ul style="list-style-type: none"> • I value and include the principles of Universal design for learning to ensure inclusiveness for all learners • The Frankley annual goals and targets are given consideration within the design of programmes • I promote systems and a way of learning to develop agentic learners; using our Agency rubric to support this • I design learning to enhance the development of our Frankley School Capabilities 	<ul style="list-style-type: none"> • I ensure resources are organised in a way that students can find and access in response to their learning goals and that allow students to take charge of their learning • Characters for Communication and Thinking are visible and used within the hub • Promotion of digital citizenship, eg through SeeSaw
	<p><u>Teaching</u></p> <ul style="list-style-type: none"> • I use assessment to track progress of students and to identify next learning steps, involving the student where appropriate • I analyse assessment to identify trends and patterns in our learning hub which then informs our decision making • I focus on learning to learn principle (process of learning rather than product) • I design programmes and resources to empower students to have agency over their learning • Students are given opportunities to reflect on the depth of the cross competency skills applied into their learning 	<ul style="list-style-type: none"> • Identify target students and implement personalised programmes • Design intervention programmes • Students will use a variety of resources to action personalised goals • Students know and can articulate what they are learning and what success looks like, reference to learning pit and stages they go through • Te Ara Tika model is a framework for all learning across the curriculum
	<p><u>Te Tiriti o Waitangi</u></p> <ul style="list-style-type: none"> • Effective pedagogy for our Maori learners • I recognise/value our bicultural nation 	<ul style="list-style-type: none"> • Value and act on communication I undertake (emails, meetings - notes, action plans formed and shared)STIN, Hub Analysis • Hear Te Reo and observe modelling and discussion around our local Tikanga

	<ul style="list-style-type: none"> • I model and promote the correct use of Te Reo and Tikanga appropriate to the Taranaki area • Identify /value and enhance students cultural identity • I form strong partnerships with whānau iwi/hapu 	<ul style="list-style-type: none"> • Students can articulate their personal or school pepeha and make meaningful connections with local stories and historical context • Promoting collaboration opportunities with peers and the wider community(tuakana/teina) • Involvement in Māori Achievement Cluster opportunities • I know the School Pepeha and are confident to welcome people to our kura using it • Karakia, Waiata and Kai Karakia to start the day, when we eat and at the end of the day • Visual Te Reo in our hubs • Teach the Treaty in relation to our classroom and school values. • Link our Vision to local narratives • Active contributor to Whakatau and Poroporoaki and Kapa Haka • Actively support Whānau group
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Declaration:

Approved by:		<i>Signature of the person with the authority to approve the job description</i>
Date approved:		<i>Date upon which the job description was approved</i>
Reviewed:		<i>Date when the job description was last reviewed</i>
Appointee:		<i>Signature of the appointee</i>
Date appointed:		<i>Date upon which the appointee has been offered the position</i>