**Teacher Job Description 2023**

**REFERENCE ONLY – PLEASE DO NOT FILL IN**

**Name:**

**Reg Status:** Full

**Exp Date:**

**Job Title:** Teacher - fixed term

**Section 1**: School Goals (Our Code)

**Section 2:** Teacher Responsibilities (Our Standards)

**Section 3**: Specific Responsibilities

**Section 1**

**School Goals**

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| **Professional** | **Baseline** |
| **Purpose** | **Uphold and promote the beliefs within our school:** Our mission of Empowering for Life- Kia Whakamana Kia Toa and our values of being Safe, Together, Achieving and Respectful |
| **Knowledge** | Has professional knowledge of key documents; **School Charter, (Strategic Plan & Annual Plan) and School Curriculum.**  Supporting documents: NELP, Ka Hikitia, Tātaiako, Te Takanga O Te Wā, Teaching for Positive Behaviour, Learning Support Delivery Model and Teaching to the North East.  Teaching competency in all Curriculum subject areas using the School (NZ) Curriculum. |
| **Relationships** | **Positive and constructive relationships with staff and students**  We role model what it is to be a good adult by;   * Managing self responsibly and reliably * Relating to others with respect and friendliness * Thinking with integrity and being proactive & self-reflective * Participating and contributing appropriately * Using professional and appropriate language |
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**Section 2**

**TEACHER RESPONSIBILITIES**

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| **#1 Te Tiriti o Waitangi partnership**  Demonstrate commitment to tangata whenuatanga and Te Tiriti of Waitangi partnership in Aotearoa New Zealand.  **Tangata Whenuatanga:**  Affirms Maori learners as Maori - provides contexts for learning where the identity, language and culture of Maori learners and their whanau is affirmed. | * Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand. * Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi. * Practice and develop the use of te reo and tikanga Maori. |
| **#2 Professional Learning**  Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.  **Ako:**  Takes responsibility for their own learning and that of Maori learners. | * Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources. * Critically examine how my own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities, languages and cultures. * Engage in professional learning and adaptively apply this learning in practice. * Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners, including learners with disabilities and learning support needs; and wider education matters. * Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem solving and learning-focused collegial discussions. |
| **#3 Professional Relationships**  Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.  **Whanaungatanga:** Actively engages in respectful working relationships with Maori learners, parents and whanau, hapu, iwi, and the Maori community. | * Engage in reciprocal, collaborative learning focused relationships with: * learners, families and whanau * teaching colleagues, support staff and other professionals * agencies, groups and individuals in the community * Communicate effectively with others. * Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility. * Communicate clear and accurate assessment for learning and achievement information. |
| **#4 Learning-focused Culture**  Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.  **Manaakitanga:** Demonstrates integrity, sincerity, and respect towards Maori beliefs, language and culture. | * Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning. * Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks. * Demonstrate high expectations for the learning outcomes of all learners, including those learners with disabilities or learning support needs. * Manage the learning setting to ensure access to learning for all and to maximise learners’ physical, social, cultural and emotional safety * Create an environment where learners can be confident in their identities, languages, cultures and abilities. * Develop an environment where the diversity and uniqueness of all learners are accepted and valued. * Meet relevant regulatory, statutory and professional requirements. |
| **#5 Design for Learning**  Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner’s strengths, interests, needs, identities, languages and cultures.  **Wananga:**  Participates with learners and communities in robust dialogue for the benefit of Maori learners. | * Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners. * Gather, analyse and use appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning and to identify additional supports or adaptations that may be required. * Design and plan culturally responsive, evidence-based approaches that reflect the local community and Te Tiriti o Waitangi partnership in New Zealand. * Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners. * Design learning that is informed by national policies and priorities. |
| **#6 Teaching**  Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.  **Ako:**  Takes responsibility for their own learning and that of Maori learners. | * Teach in ways that ensure all learners are making sufficient progress, and monitor the extent and pace of learning, focusing on equity and excellence for all. * Specifically support the educational aspirations for Maori learners, taking shared responsibility for these learners to achieve educational success as Maori. * 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. * Provide opportunities and support for learners to engage with, practice and apply learning to different contexts and make connections with prior learning. * Teach in ways that enable learners to learn from one another, to collaborate, to self-regulate and to develop agency over their learning. * Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning. |

**SECTION 3**

**SPECIFIC RESPONSIBILITIES (including unit holders)**

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| **Responsibility** | **Descriptor** |
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| **Signed** |  | **Signed** |  |
| Principal | Date | Teacher | Date |