

JOB DESCRIPTION

TEACHER/KAIAKO

REPORTS TO: Head Teacher & Senior Teachers/Chief Executive

PURPOSE OF THE ROLE

Kindergarten Teachers engage in appropriate professional relationships, demonstrate commitment to professional values, leadership and the successful running of their Kindergarten.

WORKING RELATIONSHIPS

Tamariki/whānau/caregivers
Kindergarten Teacher colleagues and Head Teacher
Kindergarten Support Staff
Senior Teachers
Other Kindergarten Taranaki staff and management
Education and Support Agencies

KEY TASKS & EXPECTED OUTCOMES

<p>You are expected to uphold the roles and responsibilities outlined in this job description below.</p> <p>Adhere to the <i>Code of Professional Responsibility</i> (for Registered and Certificated Teachers) and the <i>Standards for the Teaching Profession</i> (Teaching Council of Aotearoa NZ).</p>	
<p>Te Tiriti o Waitangi Partnership</p>	<p><i>Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand through:</i></p> <ul style="list-style-type: none"> • Understanding and recognising the unique status of tangata whenua in Aotearoa New Zealand. • Understanding and acknowledging the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi. • Practising and developing the use of te reo and tikanga Māori. • Demonstrating commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.
<p>Professional Learning</p>	<p><i>Use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the learning and achievement of all learners through:</i></p> <ul style="list-style-type: none"> • Inquiring into and reflecting on the effectiveness of practice in an ongoing way, using evidence from a range of sources. • Critically examining how your 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. • Engaging in professional learning and adaptively applying this learning in practice. • Being 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.
<p>Professional relationships</p>	<p><i>Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner through:</i></p> <ul style="list-style-type: none"> • Engaging in reciprocal, collaborative learning-focused relationships with: <ul style="list-style-type: none"> – learners, families and whānau – teaching colleagues, support staff and other professionals – agencies, groups and individuals in the community • Communicating effectively with others • Actively contributing, and working collegially, in the pursuit of improving your own and the organisation's practice, showing individual leadership and responsibility. • Communicating clear and accurate assessment for learning and achievement information.

Learning-focused culture support needs	<p><i>Support a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety through:</i></p> <ul style="list-style-type: none"> • Developing learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning. • Fostering trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks. • Demonstrating high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs. • Managing the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural and emotional safety. • Creating an environment where learners can be confident in their identities, languages, cultures and abilities. • Developing an environment where the diversity and uniqueness of all learners are accepted and valued. • Meeting relevant regulatory, statutory and professional requirements.
Design learning for	<p><i>Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures through:</i></p> <ul style="list-style-type: none"> • Selecting teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners. • Gathering, analysing and using 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. • Designing and planning culturally responsive, evidence-based approaches that reflect the local community and Te Tiriti o Waitangi partnership in New Zealand. • Harnessing the rich capital that learners bring by providing culturally responsive and engaging contexts for learners. • Designing learning that is informed by national policies and priorities.
Teaching	<p><i>Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace by:</i></p> <ul style="list-style-type: none"> • Teaching 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 supporting the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori. • Using an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modifying these in response to the needs of individuals and groups of learners. • Providing opportunities and support for learners to engage with, practising and applying learning to different contexts and making connections with prior learning. • Teaching in ways that enable learners to learn from one another, to collaborate, to self-regulate and to develop agency over their learning. • Ensuring learners receive ongoing feedback and assessment information and support them to use this information to guide further learning.
Contribution to Kindergarten Performance	
Interpersonal relationships	<ul style="list-style-type: none"> • Promote and maintain relationships with tamariki and whānau that respects their individuality and culture. • Role model effective communication skills with colleagues, tamariki and whānau; respecting their beliefs and values. • Engage in collaborative work relationships with colleagues within the kindergarten that ensures a positive and supportive team culture is maintained. • Identify and manage conflict when it arises, working actively within your team to achieve an effective resolution by following Kindergarten Taranaki policy and procedures. Seek timely support and advice from Senior Teachers and/or People & Culture, as necessary.

	<ul style="list-style-type: none"> • Adhere to team processes for communication, open to learning conversations, conflict resolution, using innovative opportunities and joint problem solving. • Promote inclusive learning environments by providing equitable opportunities for all
General Accountabilities	
Health and Safety	<p><i>Ensure high quality health and safety practice is adhered to for adults and tamariki and proactively identify health and safety risks.</i></p> <ul style="list-style-type: none"> • Ensure the hazard register and other relevant documentation is up to date and that safety and compliance checks are completed within a documented schedule. • Notify the Head Teacher and as appropriate, the Facilities and Services Team Leader, immediately of all serious staff and tamariki incidents/accidents at the kindergarten to enable timely investigation and remedial actions to be taken. • Act as a role model in health and safety best practice, including accurate reporting, recording and reviewing of reports. • Act in accordance with all Kindergarten Taranaki health and safety policies and processes; and take accountability for own health and safety at work.
Responsible for aspects of own professional development	<ul style="list-style-type: none"> • Demonstrate a commitment to own ongoing learning and teaching. • Assume responsibility for own professional development and continuing education. • Establish annual inquiry including goals, objectives, and outcomes for tamariki • Attend educational opportunities relevant to professional growth • Complete Professional Growth Cycle within expected timeframe
Contribute to the overall service of Kindergarten Taranaki	<ul style="list-style-type: none"> • Ensure resources are used effectively and that kindergarten priorities are met. • Ensure opportunities for continuous improvement are identified and addressed. • Participate in continuous improvement activities across Kindergarten Taranaki. • Maintain a professional relationship with all stakeholders. • Reflect a positive image of Kindergarten Taranaki within the wider community. • Ensure the mana and confidentiality for those we are responsible for and to, is upheld at all times • Ensure adherence to all Kindergarten Taranaki policies and procedures

PERSON SPECIFICATION

Expectations

The Kindergarten Teacher must:

- Uphold the core values of Kindergarten Taranaki;
- Adhere to and implement the policies and procedures, and work to support the strategic direction of Kindergarten Taranaki;
- Deliver a programme and implement teaching approaches consistent with *Te Whāriki*, the Early Childhood Curriculum;
- Adhere to the *Code of Professional Responsibility* (for Registered and Certificated Teachers);
- Meet and adhere to the *Standards for the Teaching Profession* (Teaching Council of Aotearoa NZ);
- Adhere to the *Education (Early Childhood Education) Regulations 2008* and the *Licensing Criteria for Kindergarten-based Early Childhood Education Services*, as relevant.

Skills, Experience and Competencies required to be successful in this role:

- Must hold current Teaching Practising Certificate/Teacher Certification
- Hold the minimum qualification recognised for a Trained Teacher in ECE
- Maintain a current First Aid Certificate
- Understanding and in-depth knowledge of the 2008 ECE Regulations and Licensing Criteria
- Proven initiative ability
- Competent with Microsoft Office products

The Teacher will have/be:

- Able to work as part of a small team
- Self-motivated and highly organised
- Excellent interpersonal skills
- Punctual and adhere to rostered hours of work
- Tolerant of other perspectives and able to deal with a wide variety of people
- Display qualities of patience, tact, discretion, reliability, and integrity
- Strive for excellence and self-motivated
- Good energy level
- Strong verbal and written communication skills
- High work standards
- Flexible and adaptable to change
- Learner orientation
- Critical thinker
- Strength and solution focused
- Ethical
- Excellent time management skills
- Give and receive instructions well
- Be physically fit for the role
- Confident using information and computer technology

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Acknowledgement of Job Description:

I, (employee's name), have read and understood this Job Description and its contents and I am able to adhere to the requirements and standards stated.

Signed: Date: