



Christchurch Girls' High School | *Te Kura o Hine Waiora*

Embrace Tradition. Embrace Innovation. Embrace Excellence.

JOB DESCRIPTION

POSITION:	Teacher
RESPONSIBLE TO:	The Head of Department/Faculty The Principal Board of Trustees
FUNCTIONAL RELATIONSHIPS WITH:	Teaching staff in Department/Faculty Schoolwide staff (including Support Staff) Deans of year levels Senior Leadership Team Students Wider community

To be read in conjunction with the school Charter, the Standards for the Teaching Profession and the Tataiako competencies.

EXPECTATIONS:

We expect our teachers to:

- Show commitment to the values and vision of Christchurch Girls' High School – *Te Kura o Hine Waiora*.
- Show commitment to the development of a relational and restorative culture.
- Contribute to a flexible and future focused learning organisation.
- Teach within a 21st century pedagogy.
- Contribute to a team spirit of collaboration amongst staff.
- Take risks and engage in reflective practice.
- Develop culturally responsive organisational practice.

QUALITIES REQUIRED:

- Courageous, caring, compassionate and has a high level of integrity, trust and authenticity.
- Lifelong learner who is willing to engage with current thinking and research around future education.
- Ability to work collaboratively in a team approach with both staff and students.
- Ability to develop and manage quality relationships with parents and caregivers, whanau and community.
- Strong organisational skills and ability to prioritise, often under significant time pressure.
- Strong interpersonal and communication skills.
- An ability to think laterally and to problem solve.

PRIMARY OBJECTIVE:

To carry out the general duties of a teacher according to the relevant set of Professional Standards for the Teaching Profession.

KEY TASKS:

Criteria	Key Tasks	Examples of Expected Outcomes
<p>Te Tiriti o Waitangi</p> <p>Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand</p>	<ul style="list-style-type: none"> • Specifically, and effectively address the educational aspirations for Māori learners, displaying high expectations for their learning so Māori achieve educational success as Māori. • Demonstrate respect for the histories, heritages languages and cultures of both partners to the Treaty of Waitangi/te Tiriti o Waitangi • Practice and develop the use of te reo Māori me ngā tikanga 	<ul style="list-style-type: none"> • Pronounce and use Maori names and words correctly. • Develop Maori language knowledge appropriate to the learning area. • Incorporate elements of Te Reo and Tikanga Maori into lessons and classroom. • Participate in Maori cultural events and developing understanding of local protocols, tikanga and kawa where relevant.
<p>Professional Learning</p> <p>Use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the learning and achievement of all learners</p>	<ul style="list-style-type: none"> • Demonstrate a commitment to personal ongoing learning • Engage in professional learning and adaptively apply this learning in practice • Ensure an up-to-date knowledge of research, understandings and innovations related to content disciplines, pedagogy and wider education matters • Use evidence from a range of sources to engage systematically and critically in professional inquiry • Critically examine personal assumptions and beliefs, including cultural beliefs and how they impact on practice and achievement of learners • Seek and act on feedback from colleagues, learners and other educational professionals • Engage in collaborative problem solving and learning focused collegial discussions 	<ul style="list-style-type: none"> • Participate constructively in performance appraisal system. • Identify own PD needs and communicate these with appraiser. • Attend teacher development programmes and other PLD activities. • Contribute to PLD activities of the department/faculty. • Participate in PLGs

<p>Professional Relationships</p> <p>Establish and maintain professional relationships and behaviours focused on the learning and well-being of each learner</p>	<ul style="list-style-type: none"> • Engage in collaborative learning-focused relationships with: a) parents, caregivers and families/whanau of learners b) teaching colleagues, support staff and other professionals c) agencies, groups and individuals in the community • Work collegially and collaboratively in the pursuit of improving practice • Communicate clearly orally and in writing • Communicate clear and accurate assessment and achievement information • Show leadership that contributes to effective teaching and learning • Undertake areas of responsibility effectively 	<ul style="list-style-type: none"> • Record data accurately and promptly on Kamar • Complete LEFs and reports accurately and on time. • Maintain positive and collaborative working relationships with colleagues. • Contribute to faculty subject resource development and maintenance. • Share in assessment and examination preparation. • Use spoken and written language clearly, correctly and appropriately. • Observe school communication policies and procedures. • Ensure communications are open, constructive, accurate and timely. • Keep students informed of their progress. • Communicate as appropriate with parents/caregivers/whanau /agencies on a regular basis regarding individual progress and opportunities for consultation. • Attend and contribute to faculty and staff meetings. • Give feedback to colleagues following PD activities. • Record data accurately and promptly on Kamar • Complete LEFs and reports accurately and on time. • Attend parent-teacher-student interviews and conferences • Attend whanau hui as required • Actively do duty • Meet scheduled requests for information on time.
<p>Learning –focused culture</p> <p>Develop a culture that is focused on learning and is characterized by respect, inclusion, empathy, collaboration and safety.</p>	<ul style="list-style-type: none"> • Establish and maintain learning-focused relationships with learners where there is shared ownership and responsibility for learning • Effectively engage learners as active participants in the process of learning 	<ul style="list-style-type: none"> • Respect the rights of students to have their own beliefs and values. • Encourage students to value and appreciate each other. • Be committed to a relational and restorative approach to managing student behavior

	<ul style="list-style-type: none"> • Demonstrate high expectations for the learning of each learner • Foster trust, respect and co-operation with and among learners • Demonstrate effective management of the learning setting which is physically, socially and culturally and emotionally safe • Create an environment where learners can be confident in their identity, language and culture and as citizens in bi-cultural and multi-cultural Aotearoa New Zealand and feel safe, physically and emotionally • Meet relevant regulatory, statutory and professional requirements 	<p>effectively and consistently apply school wide restorative procedures.</p> <ul style="list-style-type: none"> • Provide a positive and safe physical, emotional and cultural learning environment. • Apply routines and practices that reinforce student cooperation. • Model appropriate behaviour. • Understand and apply sound classroom management skills. • Provide consistently well-presented and maintained classroom environment. • Be responsive to individual student needs. • Use appropriate range of assessment techniques. • Record assessment data. • Use data to monitor individual and group progress. • Consistently follow relevant school policies and procedures. • Establish clear and effective classroom routines to ensure students are positively focused on their learning. • Reflect on students concerns and be approachable.
<p>Design for Learning</p> <p>Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner’s strengths, interests, needs. Identities, language and cultures</p>	<ul style="list-style-type: none"> • Select teaching approaches, resources and learning and assessment activities based on a thorough knowledge of curriculum content and pedagogy • Design and plan approaches which reflect the bi-cultural partnership in Aotearoa New Zealand and local community • Design and plan approaches which demonstrate knowledge and understanding of social and cultural influences on learning • Be informed by national policies and priorities • Gather, analyse and use appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning 	<ul style="list-style-type: none"> • Use a variety of strategies including e-learning to engage students and foster student agency over their learning. • Personalise and differentiate learning to suit different learning styles and levels. • Encourage students to involve family/whanau in their learning • Articulate high expectations for all students

<p>Teaching</p> <p>Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.</p>	<ul style="list-style-type: none"> • Plan and use an increasing repertoire of appropriate teaching strategies, approaches, learning activities, technologies, resources and assessments. • Demonstrate flexibility in a range of effective teaching techniques imparting subject content effectively. • Provide opportunities and support for learners to engage with, practice and apply learning to different contexts and make connections with prior learning. • Enable learners to collaborate and self-regulate their learning and develop agency • Modify teaching approaches to address the needs of individuals and groups of learners • Give regular and on-going feedback and assessment information to learners and support them to use this information to guide further learning • Enable learners to understand and recognize the unique status of tangata whenua in Aotearoa New Zealand 	<ul style="list-style-type: none"> • Recognise different levels of ability and deliver curriculum as appropriate. • Contribute to the development of resources and use a wide range of resources. • Effectively use a wide range of pedagogical techniques. • Display awareness of students' cultural and individual learning needs through teaching style and resources used. • Has up to date knowledge of subject and subject pedagogy. • Ensure that planning and/or student work match the required curriculum specification. • Is able to write tasks that reflect curriculum and department objectives. • Demonstrate progress towards teaching objectives. • Show learning is occurring (and progressing) at appropriate curriculum level and toward the next. • Reflect on own teaching approaches and techniques and take action to improve/develop.
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