



Christchurch Girls' High School | Te Kura o Hine Waiora

Manaakitanga. Whanaungatanga. Aroha. Rangatiratanga.

Te Whakatūranga ō Mahi

POSITION DESCRIPTION

Teacher | *Kaiako*

Reports to	The Head of Department/Faculty
Functional Relationships	The Principal <i>Tumuaki</i> Teaching staff in Department/Faculty Schoolwide staff (including Support Staff) Deans of year levels Senior Leadership Team Students Wider community
Position details	Permanent Full-Time

Responsibilities

As key members of our staff, our teachers | *kaiako* will lead with our values:

Manaakitanga

Leading with moral purpose

Whanaungatanga

Leading by building and maintaining authentic relationships

Aroha

Leading with empathy and understanding

Rangatiratanga

Leading with Mana and empowering others

Our teachers | *kaiako* will prioritise a relational and responsive culture while shaping a future focused curriculum. They will foster a team spirit of collaboration amongst staff and engage in reflective practice.

This Position Description is to be read in conjunction with the school's [Strategic Plan](#), the [Education Council Educational Leadership Capability Framework](#), [Standards for the Teaching Profession](#) and [Tataiako competencies](#).

Personal Attributes |

Kā Āhuatanga Whaiaro

- Courageous, caring, compassionate and has a high level of integrity, trust and authenticity.
- Developing change leadership skills with the ability to lead, motivate and support staff.
- 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, whānau 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 Objectives | Whāinga

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

Key Accountabilities | Ngā Takohanga

Key Tasks	Key Objectives	Expected Outcomes
Teaching and Curriculum Responsibilities	<p>Learning – focused culture 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 • 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 	<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 behaviour effectively and consistently apply school wide restorative procedures. • 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 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 	<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/whānau in their learning • Articulate high expectations for all students

	<ul style="list-style-type: none"> • 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 	
	<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 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 students are progressing at appropriate curriculum level and toward the next. • Reflect on own teaching approaches and techniques and take action to improve/develop.
<p>Te Tiriti o Waitangi partnership</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 Māori names and words correctly • Develop Māori language knowledge appropriate to the learning area • Incorporate elements of Te Reo and Tikanga Māori into lessons and classroom • Participate in Māori 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 	<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.

	<ul style="list-style-type: none"> • 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 in PLGs
Professional Relationships	<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/whānau 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/whānau /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 • Attend parent-teacher-student interviews and conferences • Attend whānau hui as required • Actively do duty • Meet scheduled requests for information on time.
Financial Assets	<ul style="list-style-type: none"> • Effectively and efficiently uses available financial resources and assets, within delegated areas of authority 	<ul style="list-style-type: none"> • Financial resources and assets are used effectively and efficiently to support improved pastoral and academic outcomes for students
Community	<ul style="list-style-type: none"> • Contribute to building a positive culture across the school with a connected, engaged, caring and supportive community 	<ul style="list-style-type: none"> • A positive culture exists across the school with a connected, engaged, caring and supportive community evidenced • Positive respectful relationships are developed and maintained

	<ul style="list-style-type: none"> • Develops and maintains positive respectful relationships with students, staff, whānau and the wider community • Communicates effectively and establishes good communication processes within the school and with the community • Strengthen community relations through connections with parents, whānau, prospective parents and the wider community 	<ul style="list-style-type: none"> • Effective communication processes are maintained within the school and with the community • Community relations are strengthened
Contribution to School Life	<ul style="list-style-type: none"> • Engage actively in implementing and fulfilling the obligations of the school strategic and annual plan • Contribute to and participate in the corporate life of the school, school-wide co-curricular activities, extra-curricular activities, and events 	<ul style="list-style-type: none"> • Obligations of school strategic and annual plans are met • Proactive involvement in all aspects of school life • School-wide co-curricular activities and extra-curricular activities and events are supported
Safeguarding	<ul style="list-style-type: none"> • Adhere to and implement relevant policies, practices, and procedures for safeguarding 	<ul style="list-style-type: none"> • Safeguarding policies, processes and procedures are adhered to
Health and Safety	<p>All staff are expected to</p> <ul style="list-style-type: none"> • Implement and adhere to all safe work practices and procedures in accordance with the school Health and Safety Policies • Monitor and take care of the health and safety of others within your areas of responsibility and report any hazards in accordance with school procedures • Participate as required in the resolution of Health and Safety issues and training as required 	<ul style="list-style-type: none"> • Health and safety is effectively managed across the school with leadership responsibility for EOTC requirements and safe practice • Safe work practices and procedures are adhered to in accordance with the school Health and Safety Policies • The Health and Safety within area of responsibility is monitored and hazards reported. • Health and safety issues are resolved through a proactive approach and training as required
Staff Expectations	<p>All staff are expected to:</p> <ul style="list-style-type: none"> • Always conduct themselves with professionalism and adhere to the school policies and procedures • Promote the vision and values of Christchurch Girls' High School / <i>Te Kura o Hine Waiora</i> and be an advocate for the school and our students in the community 	<ul style="list-style-type: none"> • Staff conduct themselves with professionalism and adhere to school procedures and policies • The vision and values of Christchurch Girls' High School / <i>Te Kura o Hine Waiora</i> are promoted • Positive promotion of the school and advocacy for our students in the community
General	<ul style="list-style-type: none"> • Undertake specific responsibilities and duties at the Principal's <i>Tumuaki</i> discretion. 	<ul style="list-style-type: none"> • Specific responsibilities and duties as directed by the Principal <i>Tumuaki</i> are executed.

Teacher | *Kaiako*

Name: _____

Signature: _____

Date: _____

Principal | *Tumuaki*

Name: _____

Signature: _____

Date: _____