



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

Manaakitanga. Whanaungatanga. Aroha. Rangatiratanga.

## Te Whakatūrangā ō Mahi

## POSITION DESCRIPTION

### Teacher | Kaiako

Reports to	The Head of Department/Faculty
Functional Relationships	The Principal   Tumuaiki Teaching staff in Department/Faculty Schoolwide staff (including Support Staff) Deans of year levels Senior Leadership Team Students Wider community
Position details	Fixed-Term

### 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><b><u>Learning – focused culture</u></b>  <b>Develop a culture that is focused on learning and is characterized by respect, inclusion, empathy, collaboration and safety.</b></p> <ul style="list-style-type: none"> <li>• Establish and maintain learning-focused relationships with learners where there is shared ownership and responsibility for learning</li> <li>• Effectively engage learners as active participants in the process of learning</li> <li>• Demonstrate high expectations for the learning of each learner</li> <li>• Foster trust, respect and co-operation with and among learners</li> <li>• Demonstrate effective management of the learning setting which is physically, socially and culturally and emotionally safe</li> <li>• 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</li> <li>• Meet relevant regulatory, statutory and professional requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Respect the rights of students to have their own beliefs and values.</li> <li>• Encourage students to value and appreciate each other.</li> <li>• Be committed to a relational and restorative approach to managing student behaviour effectively and consistently apply school wide restorative procedures.</li> <li>• Provide a positive and safe physical, emotional and cultural learning environment.</li> <li>• Apply routines and practices that reinforce student cooperation.</li> <li>• Model appropriate behaviour.</li> <li>• Understand and apply sound classroom management skills.</li> <li>• Provide consistently well- presented and maintained classroom environment.</li> <li>• Be responsive to individual student needs.</li> <li>• Use appropriate range of assessment techniques.</li> <li>• Record assessment data.</li> <li>• Use data to monitor individual and group progress.</li> <li>• Consistently follow relevant school policies and procedures.</li> <li>• Establish clear and effective classroom routines to ensure students are positively focused on their learning.</li> <li>• Reflect on students concerns and be approachable.</li> </ul>
	<p><b><u>Design for Learning</u></b>  <b>Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs. Identities, language and cultures</b></p> <ul style="list-style-type: none"> <li>• Select teaching approaches, resources and learning and assessment activities based on a thorough knowledge of curriculum content and pedagogy</li> <li>• Design and plan approaches which reflect the bi-cultural partnership in Aotearoa New Zealand and local community</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of strategies including e-learning to engage students and foster student agency over their learning.</li> <li>• Personalise and differentiate learning to suit different learning styles and levels.</li> <li>• Encourage students to involve family/whānau in their learning</li> <li>• Articulate high expectations for all students</li> </ul>

	<ul style="list-style-type: none"> <li>• Design and plan approaches which demonstrate knowledge and understanding of social and cultural influences on learning</li> <li>• Be informed by national policies and priorities</li> <li>• Gather, analyse and use appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning</li> </ul>	
	<p><b>Teaching</b></p> <p><b>Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.</b></p> <ul style="list-style-type: none"> <li>• Plan and use an increasing repertoire of appropriate teaching strategies, approaches, learning activities, technologies, resources and assessments.</li> <li>• Demonstrate flexibility in a range of effective teaching techniques imparting subject content effectively.</li> <li>• Provide opportunities and support for learners to engage with, practice and apply learning to different contexts and make connections with prior learning.</li> <li>• Enable learners to collaborate and self-regulate their learning and develop agency</li> <li>• Modify teaching approaches to address the needs of individuals and groups of learners</li> <li>• Give regular and on-going feedback and assessment information to learners and support them to use this information to guide further learning</li> <li>• Enable learners to understand and recognize the unique status of tangata whenua in Aotearoa New Zealand</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise different levels of ability and deliver curriculum as appropriate.</li> <li>• Contribute to the development of resources and use a wide range of resources.</li> <li>• Effectively use a wide range of pedagogical techniques.</li> <li>• Display awareness of students' cultural and individual learning needs through teaching style and resources used.</li> <li>• Has up to date knowledge of subject pedagogy.</li> <li>• Ensure that planning and/or student work match the required curriculum specification.</li> <li>• Is able to write tasks that reflect curriculum and department objectives.</li> <li>• Demonstrate progress towards teaching objectives.</li> <li>• Show learning is occurring and students are progressing at appropriate curriculum level and toward the next.</li> <li>• Reflect on own teaching approaches and techniques and take action to improve/develop.</li> </ul>
<b>Te Tiriti o Waitangi partnership</b>	<p><b>Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand</b></p> <ul style="list-style-type: none"> <li>• Specifically, and effectively address the educational aspirations for Māori learners, displaying high expectations for their learning so Māori achieve educational success as Māori</li> <li>• Demonstrate respect for the histories, heritages languages and cultures of both partners to the Treaty of Waitangi / Te Tiriti o Waitangi</li> <li>• Practice and develop the use of te reo Māori me ngā tikanga</li> </ul>	<ul style="list-style-type: none"> <li>• Pronounce and use Māori names and words correctly</li> <li>• Develop Māori language knowledge appropriate to the learning area</li> <li>• Incorporate elements of Te Reo and Tikanga Māori into lessons and classroom</li> <li>• Participate in Māori cultural events and developing understanding of local protocols, tikanga and kawa where relevant</li> </ul>
<b>Professional Learning</b>	<p><b>Use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the learning and achievement of all learners</b></p> <ul style="list-style-type: none"> <li>• Demonstrate a commitment to personal ongoing learning</li> <li>• Engage in professional learning and adaptively apply this learning in practice</li> </ul>	<ul style="list-style-type: none"> <li>• Participate constructively in performance appraisal system.</li> <li>• Identify own PD needs and communicate these with appraiser.</li> <li>• Attend teacher development programmes and other PLD activities.</li> <li>• Contribute to PLD activities of the department/faculty.</li> </ul>

	<ul style="list-style-type: none"> <li>• Ensure an up-to-date knowledge of research, understandings and innovations related to content disciplines, pedagogy and wider education matters</li> <li>• Use evidence from a range of sources to engage systematically and critically in professional inquiry</li> <li>• Critically examine personal assumptions and beliefs, including cultural beliefs and how they impact on practice and achievement of learners</li> <li>• Seek and act on feedback from colleagues, learners and other educational professionals</li> <li>• Engage in collaborative problem solving and learning focused collegial discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in PLGs</li> </ul>
<b>Professional Relationships</b>	<p><b>Establish and maintain professional relationships and behaviours focused on the learning and well-being of each learner</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Work collegially and collaboratively in the pursuit of improving practice</li> <li>• Communicate clearly orally and in writing</li> <li>• Communicate clear and accurate assessment and achievement information</li> <li>• Show leadership that contributes to effective teaching and learning</li> <li>• Undertake areas of responsibility effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Record data accurately and promptly on Kamar</li> <li>• Complete LEFs and reports accurately and on time.</li> <li>• Maintain positive and collaborative working relationships with colleagues.</li> <li>• Contribute to faculty subject resource development and maintenance.</li> <li>• Share in assessment and examination preparation.</li> <li>• Use spoken and written language clearly, correctly and appropriately.</li> <li>• Observe school communication policies and procedures.</li> <li>• Ensure communications are open, constructive, accurate and timely.</li> <li>• Keep students informed of their progress.</li> <li>• Communicate as appropriate with parents/caregivers/whānau /agencies on a regular basis regarding individual progress and opportunities for consultation.</li> <li>• Attend and contribute to faculty and staff meetings.</li> <li>• Give feedback to colleagues following PD activities.</li> <li>• Record data accurately and promptly on Kamar</li> <li>• Attend parent-teacher-student interviews and conferences</li> <li>• Attend whānau hui as required</li> <li>• Actively do duty</li> <li>• Meet scheduled requests for information on time.</li> </ul>
<b>Financial Assets</b>	<ul style="list-style-type: none"> <li>• Effectively and efficiently uses available financial resources and assets, within delegated areas of authority</li> </ul>	<ul style="list-style-type: none"> <li>• Financial resources and assets are used effectively and efficiently to support improved pastoral and academic outcomes for students</li> </ul>
<b>Community</b>	<ul style="list-style-type: none"> <li>• Contribute to building a positive culture across the school with a connected, engaged, caring and supportive community</li> </ul>	<ul style="list-style-type: none"> <li>• A positive culture exists across the school with a connected, engaged, caring and supportive community evidenced</li> <li>• Positive respectful relationships are developed and maintained</li> </ul>

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

### Teacher | *Kaiako*

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

### Principal | *Tumuaki*

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_