**Te Whakatūranga ō Mahi**

**POSITION DESCRIPTION**

**Teacher | *Kaiako***

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| **Reports to** | The Head of Department/Faculty |
| **Functional Relationships** | The Principal | *Tumuaki*Teaching staff in Department/FacultySchoolwide staff (including Support Staff)Deans of year levelsSenior Leadership TeamStudentsWider community |
| **Position details** | Permanent Full-Time |

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**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 t**o be read in conjunction with the school’s** [Strategic Plan](https://www.cghs.school.nz/wp-content/uploads/2024/07/2024-2025-Strategic-Plan-Final.pdf)**, the** [Education Council Educational Leadership Capability Framework](https://teachingcouncil.nz/assets/Files/Leadership-Strategy/Leadership_Capability_Framework.pdf)**,** [Standards for the Teaching Profession](https://teachingcouncil.nz/assets/Files/Code-and-Standards/Standards-for-the-Teaching-Profession-English-two-pages.pdf) **and** [Tataiako competencies](https://teachingcouncil.nz/assets/Files/Code-and-Standards/Tataiako-cultural-competencies-for-teachers-of-Maori-learners.pdf)**.**

**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***

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| **Key Tasks** | **Key Objectives** | **Expected Outcomes** |
| **Teaching and Curriculum Responsibilities** | **Learning – focused culture****Develop a culture that is focused on learning and is characterized by respect, inclusion, empathy, collaboration and safety.*** 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
 | * 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.
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| **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*** 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
 | * 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
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| **Teaching****Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.*** 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
 | * 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.
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| **Te Tiriti o Waitangi partnership** | **Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand*** 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
 | * 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
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| **Professional Learning** | **Use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the learning and achievement of all learners*** 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
 | * 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
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| **Professional Relationships** | **Establish and maintain professional relationships and behaviours focused on the learning and well-being of each learner*** 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
 | * 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.
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| **Financial Assets** | * Effectively and efficiently uses available financial resources and assets, within delegated areas of authority
 | * Financial resources and assets are used effectively and efficiently to support improved pastoral and academic outcomes for students
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| **Community** | * Contribute to building a positive culture across the school with a connected, engaged, caring and supportive community
* 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
 | * A positive culture exists across the school with a connected, engaged, caring and supportive community evidenced
* Positive respectful relationships are developed and maintained
* Effective communication processes are maintained within the school and with the community
* Community relations are strengthened
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| **Contribution to School Life** | * 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
 | * 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
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| **Safeguarding** | * Adhere to and implement relevant policies, practices, and procedures for safeguarding
 | * Safeguarding policies, processes and procedures are adhered to
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| **Health and Safety** | All staff are expected to * 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
 | * 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 though a proactive approach and training as required
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| **Staff Expectations** | All staff are expected to:* Always conduct themselves with professionalism and adhere to the school policies and procedures
* Promote the vision and values of Christchurch Girls’ High School / *Te Kura o Hine Waiora* and be an advocate for the school and our students in the community
 | * Staff conduct themselves with professionalism and adhere to school procedures and policies
* The vision and values of Christchurch Girls’ High School / *Te Kura o Hine Waiora* are promoted
* Positive promotion of the school and advocacy for our students in the community
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| **General** | * Undertake specific responsibilities and duties at the Principal’s | *Tumuaki* discretion.
 | * Specific responsibilities and duties as directed by the Principal | *Tumuaki* are executed.
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**Teacher | *Kaiako***

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

**Principal | *Tumuaki***

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