**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/Faculty  Schoolwide staff (including Support Staff)  Deans of year levels  Senior Leadership Team  Students  Wider 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. |
| **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 |
| **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. |
| **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 |
| **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 |
| **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. |
| **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 |
| **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 |
| **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 |
| **Safeguarding** | * Adhere to and implement relevant policies, practices, and procedures for safeguarding | * Safeguarding policies, processes and procedures are adhered to |
| **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 |
| **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 |
| **General** | * Undertake specific responsibilities and duties at the Principal’s | *Tumuaki* discretion. | * Specific responsibilities and duties as directed by the Principal | *Tumuaki* are executed. |

**Teacher | *Kaiako***

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

**Principal | *Tumuaki***

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