

Rangiora High School

Te Kura Tuarua o Rangiora



Each and every learner will thrive in a centre of learning excellence.

Teacher

Position Description

Purpose of the role

The purpose of this role is to support the effective delivery of *Rangiora High School's Curriculum* and the *New Zealand Curriculum* by taking a collaborative approach to working with the Strategic Leadership Team, middle leaders, staff and parents/whānau to ensure that each student is supported and empowered in a safe, equitable and inclusive environment.

Role description

Reporting to: The Leader of Learning (Faculty)
Responsible to: The Principal

Role requirements

To be considered for the position, applicants will be registered teachers and have:

1. demonstrated successful experience in working with young people, and
2. an understanding of the *New Zealand Curriculum*, and
3. an understanding of Te Ao Māori and culturally responsive pedagogy, and
4. an understanding of PB4L practices, restorative practice and
5. a current teaching practising certificate.

*We create inclusive, equitable and relevant learning opportunities with clear pathways.
We empower deeply engaged and connected lifelong learners.
We contribute positively to our community.*

Role functions

The appointee will be a registered teacher who is able to undertake the following functions:

Focus Areas / Tasks	Outcomes
1. Curriculum, Pedagogical and Assessment Innovation	
<p>Supports the ongoing development of the <i>Rangiora High School Curriculum</i>.</p>	<ul style="list-style-type: none"> ● Demonstrates awareness of learning and assessment theory, developments and initiative, particularly <ul style="list-style-type: none"> ○ Assessment ○ Pedagogy ○ Teaching diverse learners including Māori learners, learning support needs... ○ Learning areas / subject discipline ● Works collaboratively to support the ongoing innovation and implementation of <i>Rangiora High School's Curriculum</i>. ● Builds and enhances relationships through communication with whānau, parents, Mana Whenua, and the North Canterbury community.
2. Development and Implementation of Learning and Assessment Programmes	
<p>Ensures that programmes and decision making are consistent with national guidelines and with Rangiora High School's policies and practice.</p>	<p>Learning Programmes Develops and implements learning programmes which:</p> <ul style="list-style-type: none"> ● meet the requirements of the <i>Rangiora High School Curriculum</i> and the <i>New Zealand Curriculum learning objective</i>; ● recognise the unique status of tangata whenua and Te Tiriti o Waitangi partnership in Aotearoa New Zealand, ● use Universal Design for Learning principles to meet the diverse and varied needs of learners; ● opportunities for ākonga to learn in and with their community and to contribute to it in ways that build on, and strengthen ākonga capabilities; ● ensures that changing social and cultural factors affecting the school's community are reflected in learning programmes; and ● meet the learning needs of each and every learner. <p>Assessment Programmes</p> <ul style="list-style-type: none"> ● Ensures assessment and reporting practice conform to national assessment requirements, school policy, plans and practices. ● Ensures assessment procedures are understood by students, and parents / whānau are kept informed. ● Adheres to Rangiora High School moderation systems in Years 9-10. ● Ensures moderation systems follow NZQA requirements in Years 11-13, and ensures these systems are followed. ● Assessment information is used to celebrate progress and strengths, design next learning opportunities, adjust strategies and identify additional support needs early.

	<p>Reporting</p> <ul style="list-style-type: none"> • Reports to the Leader of Learning, as required. • Meets all reporting requirements and deadlines.
3. Teaching and Learning	
Works with colleagues to develop a culture of respect, inclusion, empathy, collaboration and safety.	<p>Design for Learning</p> <ul style="list-style-type: none"> • Actively seeks to improve pedagogical practice, in particular: <ul style="list-style-type: none"> ○ Cultural Relations for Responsive Pedagogy ○ Positive Behaviour for Learning ○ Universal Design for Learning • Uses a variety of learning, teaching and assessment approaches, activities, technologies and resources to develop each learner's strengths, interests, needs, identities, languages and cultures. • Implements and monitors learning programmes to ensure each and every learner is engaged and progressing. • Ensures programmes are designed to provide an orderly learning environment which is supportive of the needs of all students.
	<p>Learning Focused Culture</p> <ul style="list-style-type: none"> • Works collaboratively with the school leaders and other staff to build a culture consistent with <ul style="list-style-type: none"> ○ Rangiora High School's vision, mission, values and strategic goals ○ the values and principles of the <i>Rangiora High School Curriculum</i> • Demonstrates commitment to <ul style="list-style-type: none"> ○ Appropriate and accurate use of Te Reo Māori ○ The adoption of Māori protocols where appropriate • Manages student behaviour effectively.
4. Professional Relationships	
Establishes and maintains professional relationships and behaviours focused on the learning and wellbeing of each and every learner.	<p>Professional Relationships</p> <ul style="list-style-type: none"> • Shows support for Rangiora High School and the decisions of the School Board, the Principal and Leaders. • Engages in reciprocal, collaborative, learning focused relationships with <ul style="list-style-type: none"> ○ Learners, families and whānau ○ Teaching colleagues • Communicates effectively and professionally in a timely manner.
5. Professional Development	
Uses inquiry, collaborative problem solving and professional learning to	<p>Professional Learning and Development</p> <ul style="list-style-type: none"> • Demonstrates a high level of commitment to further developing own professional development.

improve professional capability.	<ul style="list-style-type: none"> • Undertakes appropriate professional learning and development to enhance individual expertise in pedagogical, curriculum and assessment practice. • Undertakes appropriate professional development to further develop understandings of Te Tiriti o Waitangi. <p>Professional Growth Cycle</p> <ul style="list-style-type: none"> • Ensures the annual Professional Growth Cycle process is completed. • Supports colleagues and provides advice and guidance as required. • Informs the Principal / Leader of Learning of any matters of concern.
6. Compliance	
Complies with relevant legislation, Ministry of Education guidelines and school systems, processes, practices and expectations.	<p>Administration</p> <ul style="list-style-type: none"> • Complies with school systems, processes, practice and expectations. <p>Health and Safety (including Education Outside the Classroom)</p> <ul style="list-style-type: none"> • Facilitates a safe and supportive work and learning environment by ensuring compliance with the school's policies and procedures, and all legislative requirements.
7. Other Tasks	
Undertakes specific tasks over a specified period of time, as negotiated.	<ul style="list-style-type: none"> • Negotiated tasks or projects are completed in a timely and efficient manner.

Professional knowledge, relationships, values and engagement

Registered teachers adhere to the Code of Professional Responsibility and Standards for the Teaching Profession.

Professional knowledge in practice
Standards
<p>Te Tiriti o Waitangi Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.</p>
<p>Professional learning Use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the wellbeing of all learners.</p>
<p>Professional relationships Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.</p>

<p>Learning-focused culture Develop a culture that is focused on growing student wellbeing, and is characterised by respect, inclusion, empathy, collaboration and safety.</p>
<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, languages and cultures.</p>
<p>Teaching Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.</p>

Declaration

I have reviewed this role description and acknowledge the requirements of the role.

Name:	
Signature:	
Date:	