



Christchurch Girls' High School | Te Kura o Hine Waiora

Manaakitanga. Whanaungatanga. Aroha. Rangatiratanga.

Te Whakatūranga ō Mahi

POSITION DESCRIPTION

Teacher | Kaiako

Reports to	The Principal Tumuaki
Responsible to	The Head of Department/Faculty
Functional Relationships	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	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	• 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

	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	
	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	• Participate constructively in performance appraisal system. • Identify own PD needs and communicate these with appraiser. • Attend teacher development programmes and other PLD activities.

	- 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	- 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	A positive culture exists across the school with a connected, engaged, caring and supportive community evidenced

	• 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	• 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 through 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 Tumuaiki discretion.	• Specific responsibilities and duties as directed by the Principal Tumuaiki are executed.

Teacher | Kaiako

Name: _____

Signature: _____

Date: _____

Principal | Tumuaiki

Name: _____

Signature: _____

Date: _____