



Job Description Classroom Teacher 2021

Mission Statement: Preparing for the future in partnership.

All teachers at Waterloo School are to work within the guidelines and philosophy of our school charter and related school policies.

Values: Respect, Resilience and Responsibility

Primary Objective: To engage in high quality education with our children and model 'lifelong' and 21st century learning attributes

We have an aspirational culture with a belief in holistic education with an overarching desire to provide ongoing development promoting growth mindsets in all our staff and children. We believe in 'Learner-Centred Classrooms' and 'Personalised Learning' so sustained higher achievement is possible. We wish to enable students to take charge of their own learning and thus the promotion of the 'active learner traits' are central to our pedagogy. We promote 'inquiry as a disposition' and have a school curriculum that values questions above answers, creativity above fact regurgitation, individuality above uniformity and excellence above standardized performance.

Responsible to: Principal and Board of Trustees
Leadership Team

Responsibilities: TBC

Fixed Term: Commencing July 26 concluding 15 December 15, 2021

Key Expectations: All Waterloo School teaching staff are expected to -

1. Support and assist the implementation of the **vision & values** of Waterloo School
2. Interact ethically and professionally with other team members, staff, parents and students
3. Be supportive of other staff by communicating openly and being involved in collegial decision making
4. Meet and demonstrate **Standards for the Teaching Profession** which describes the criteria for quality teaching that are to be met by all fully registered teachers in New Zealand (Appendix 1) and hold current NZ teacher registration. Teachers will be responsible for ensuring the re-registration process is completed at a time before the expiry date to ensure the registration is current at all times.
5. Meet and demonstrate **The Professional Standards for Teachers** (as per the Primary Teachers Collective agreement) applicable to their level of experience (Appendix 1)
6. Be familiar with and follow **The School Health & Safety guidelines** and requirements for their own safety and wellbeing and that of the students and other staff
7. Follow the philosophy and practice of the **PB4L principles** as used by Waterloo School
8. Follow the **Staff Digital Technology and the Cybersafety Use Agreement** and model digital citizenship with students
9. Be prepared to grow professionally: Participate actively in personal and staff professional development, performance management, and contribute to the school professional learning community **and keep an e-portfolio of professional learning**
10. View change positively and be committed to the educational directions the **school culture** is moving towards
11. Care for the physical, mental, spiritual and emotional safety of our children
12. Recognize and respond to each child's individual needs effectively keeping in mind the principles of inclusion, cultural responsiveness and equity
13. Provide attractive, organised, stimulating and secure learning environments
14. Strive to improve professional practice **and use 'critical professional reflection' as a tool for furthering best practice.**
15. Use the **Waterloo effective teaching and learning beliefs** listed below as a guiding document
16. Engage and add value to the special culture of laughter and fun at Waterloo School.

Key Expectations	Outcomes
Produce clear & explicit planning	<ul style="list-style-type: none"> ● Clear learning intentions and an idea of the success criteria evident in planning ● Planning shows clear links to the NZ Curriculum objectives ● Planning shows differentiation for students' needs ● Variety of learning activities to meet different learning styles ● Reflections recorded on plans - anecdotal notes, changes made ● Different assessment tools used to identify next steps in learning ● Planning shows opportunities for use of digital tools, learner agency and higher order thinking ● Assessment practices improve learning.
Share Learning Intentions	<ul style="list-style-type: none"> ● Learning Intentions are discussed with the students and displayed in modelling/student's books/docs and walls ● Set the purpose for learning ● Students know and can discuss their learning intentions with others ● Success criteria should be co-constructed
Provide focused feedback	<ul style="list-style-type: none"> ● Provide written and oral feedback that is related to goals and feeds forward next steps for students ● Opportunities provided for teacher, self and peer feedback ● Use pink and green highlighters as a form of feedback - green for grow, pink for achieved goal
Organisation	<ul style="list-style-type: none"> ● Timetable of the day displayed in class - written and visual for students ● Lessons and resources well planned and organised ● Balanced coverage of the curriculum - evident in timetables, long term and weekly planning ● Integrate learning across the curriculum
Provide a safe learning	Co-construct a class treaty based on the values 'Be responsible; Show respect and Have resilience' to promote:

environment	<ul style="list-style-type: none"> ● Reduced anxiety ● A risk taking environment ● Celebrating successful learning ● A sense of ownership of their classroom ● Positive relationships
Positive Behaviour for Learning	<ul style="list-style-type: none"> ● Model school values: 'Be Responsible, Show Respect, Have resilience' ● Deliberately teach expectations and consistently apply them ● Use the acknowledging expected behaviours and discovering inappropriate behaviour strategies developed school-wide ● Keep records on on-going behavioural issues in eTap
Personalised Learning - Learner Agency - Metacognition - Learning Style - Self-regulation	<ul style="list-style-type: none"> ● Provide models for students around what it means to be a learner ● Opportunities for students to be active participants in their own learning ● Develop goal setting ability ● Promote ability for students to collaborate, engage in deep thinking, ask and answer questions and learn about learning ● Allow for voice and choice ● Give opportunities for students to learn from each other ● Timetable opportunities for students to review their progress or achievement.
Inquiry	<ul style="list-style-type: none"> ● Inquiry is based on learning that is authentic to student and 'environment' with coverage of the curriculum areas thought about ● Literacy and numeracy integrated into inquiry when possible ● Inquiry follows the Waterloo JOURNEY model ● Inquiry uses questioning and curiosity to develop an inquiry disposition
Inclusion	<ul style="list-style-type: none"> ● model and promote a culture that values diversity and creates a sense of belonging for all students. ● all students make progress relating to their goals, and their successes and achievements are recognised and valued ● learning programme is planned to: provide each student with learning experiences and challenges that relate to the NZ Curriculum as well as their interests, needs and goals. ● Expect all students to achieve to their full potential
Cultural Responsiveness	<ul style="list-style-type: none"> ● Create relationships which affirm the cultural backgrounds of students, parents and whānau. ● Integrate aspects of students identity and culture into the curriculum ● Value the opportunities for students to share their backgrounds and experiences ● Allow for ako (reciprocal teaching and learning)
Home-School Partnership	<ul style="list-style-type: none"> ● work in a collaborative and culturally-responsive way with parents, whānau, and students in order to identify, support, and value the individual learning and social needs of each student.

Professional responsibilities for all registered teachers:

The attached Appendix outlines your professional responsibilities for appraisal, attestation and teacher registration purposes.

Principal

Date

Teacher

Date

Schedule 3: Interim Framework of Professional Standards for Teachers

Primary Teachers' Collective Agreement

Effective: 1 July 2019 to 30 June 2022

Interim Framework of Professional Standards for Teachers — 1 February 1998

DIMENSIONS	BEGINNING TEACHERS	FULLY CERTIFICATED TEACHERS AS WELL AS DEMONSTRATING THE STANDARDS FOR BEGINNING TEACHERS, FULLY CERTIFICATED TEACHERS:	EXPERIENCED TEACHERS AS WELL AS DEMONSTRATING THE STANDARDS FOR FULLY CERTIFICATED TEACHERS, EXPERIENCED TEACHERS:
Professional knowledge <ul style="list-style-type: none"> ▪ curriculum ▪ Treaty of Waitangi ▪ learning and assessment theory 	<ul style="list-style-type: none"> ▪ have a sound knowledge of curriculum, learning and assessment theory ▪ understand the implications of the Treaty of Waitangi and te reo me ona tikanga 	<ul style="list-style-type: none"> ▪ are competent in the content of relevant curriculum ▪ keep informed of developments in curriculum and learning theory ▪ demonstrate knowledge of the Treaty of Waitangi and te reo me ona tikanga 	<ul style="list-style-type: none"> ▪ demonstrate a high level of knowledge of relevant curriculum, and of current learning and assessment theory ▪ demonstrate a commitment to their own on-going learning
Teaching Techniques <ul style="list-style-type: none"> ▪ planning and preparation ▪ teaching and learning strategies ▪ assessment/reporting ▪ use of resources and technology 	<ul style="list-style-type: none"> ▪ plan programmes and develop learning and assessment strategies that are consistent with sound teaching and learning practice 	<ul style="list-style-type: none"> ▪ use appropriate teaching objectives, programmes, learning activities, and assessment ▪ demonstrate a range of effective teaching techniques ▪ demonstrate flexibility and responsiveness ▪ impart subject content effectively ▪ use appropriate technology and resources ▪ reflect on teaching with a view to improvement 	<ul style="list-style-type: none"> ▪ demonstrate a broad range of highly effective teaching techniques ▪ continually evaluate and reflect on their teaching and act on areas where it can be improved
Motivation of Students <ul style="list-style-type: none"> ▪ student engagement in learning ▪ expectations that value and promote learning 	<ul style="list-style-type: none"> ▪ demonstrate effective techniques for motivating students ▪ demonstrate expectations that value and promote learning 	<ul style="list-style-type: none"> ▪ recognise and support diversity amongst individuals and groups ▪ engage students in learning ▪ establish high expectations that value and promote learning 	<ul style="list-style-type: none"> ▪ demonstrate a wide range of techniques that provide strong motivation for a diversity of students
Classroom management <ul style="list-style-type: none"> ▪ student behaviour ▪ physical environment ▪ respect and understanding 	<ul style="list-style-type: none"> ▪ apply understandings of positive behaviour management ▪ create and maintain a safe environment that is conducive to learning ▪ model interactions on ways that are known to be associated with developing respect and understanding 	<ul style="list-style-type: none"> ▪ manage student behaviour positively ▪ establish good relationships with students and respect their individual needs and cultural backgrounds ▪ organise a safe physical environment ▪ create an environment of respect and understanding ▪ provide and maintain a purposeful working atmosphere 	<ul style="list-style-type: none"> ▪ demonstrate a high level of commitment to student welfare and learning ▪ effectively manage challenging learning environments

DIMENSIONS	BEGINNING TEACHERS	FULLY CERTIFICATED TEACHERS AS WELL AS DEMONSTRATING THE STANDARDS FOR BEGINNING TEACHERS, FULLY CERTIFICATED TEACHERS:	EXPERIENCED TEACHERS AS WELL AS DEMONSTRATING THE STANDARDS FOR FULLY CERTIFICATED TEACHERS, EXPERIENCED TEACHERS:
Communication <ul style="list-style-type: none"> ▪ students ▪ colleagues ▪ families/whanau 	<ul style="list-style-type: none"> ▪ demonstrate skills of effective communication 	<ul style="list-style-type: none"> ▪ communicate clearly and accurately in either, or both, of the official languages of New Zealand ▪ provide feedback to students ▪ communicate with families, whanau and caregivers ▪ share information with colleagues 	<ul style="list-style-type: none"> ▪ demonstrate highly effective communication skills when interacting with students, colleagues and families/whanau
Support for and co-operation with colleague	<ul style="list-style-type: none"> ▪ co-operate with and seek support from colleagues 	<ul style="list-style-type: none"> ▪ establish and maintain effective working relationships with colleagues ▪ encourage others and participate in professional development 	<ul style="list-style-type: none"> ▪ support and provide effective assistance to colleagues in improving teaching and learning
Contribution to wider school activities	<ul style="list-style-type: none"> ▪ participate in the life of the school 	<ul style="list-style-type: none"> ▪ contribute to the life of the school 	<ul style="list-style-type: none"> ▪ successfully organise aspects of programmes within the school to promote teaching and learning

Note: Te Reo Māori Proficiency Standards, when developed, could form part of the professional standards for Māori medium teachers.

The professional standards for each of these teacher levels are defined as follows:

Beginning Teachers – definition

Beginning teachers meet the Teaching Council criteria for provisional certification as a teacher. Beginning Teachers work under the guidance of others. They undertake “advice and guidance” programmes to assist in the development of the competencies required for full certification.

Fully Certificated Teachers – definition

Fully Certificated Teachers have taught for at least two years and have met the Teaching Council criteria for full certification. Fully Certificated Teachers are competent in the performance of their day-to-day teaching responsibilities.

Experienced Teachers – definition

Experienced teachers are highly skilled practitioners and classroom managers. Their teaching methods are well developed and they employ an advanced range of strategies for motivating students and engaging them in learning. In environments where it is possible, they support and provide assistance to colleagues.