



Huia Range School

Cole Street
Dannevirke

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Draft Job Description 2021

Name:

Responsible to the Principal

This job description is a broad outline that describes the core expectations and tasks of a teacher at Huia Range School.

The job description should be read in conjunction with the Standards for the Teaching Profession, Code of Professional Responsibility, the School's policies and advice, the Huia Range School Curriculum Documents and School Charter.

All Teachers:

- Demonstrate commitment to Tangata whenua and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.
- Use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the learning and achievement of all learners
- Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner
- Develop a classroom culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety
- Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, language and cultures
- Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace

Core Teacher Practices

(Links to the Standards for the Teaching Profession)

- 1.** Plan and implement appropriate/ personalised learning programmes (informed by evidence) that meets the needs, abilities and interests of learners
(Design for Learning/ Teaching).

- 2.** Ensure that programmes are drawn from the NZC, Huia Range School Localised Curriculum, reinforce the school Vision, Mission and Values and the school strategic goals. In achieving this programmes will also be based on effective and future focussed Pedagogy, including:
 - Pages 34-36 of the NZC, and are
 - Learner centred, focussing on developing Self Directed Learners (SDL)
 - Encourage collaborative learning
 - Develop student capability to know where they are in their learning, what their next steps are and then make growing decisions about how to learn
 - Develop student metacognitive skills so they know how they learn best
 - Provide useful feedback/ feedforward to students in order to involve them in their own learning and develop their skills to give feedback/forward to their peers
 - Utilise e-learning and Learning through Inquiry to develop student ownership, passion, creativity and enthusiasm for learning
 - Recognise, value and support our learners cultural identity, language and sense of belonging. We will foster and build cultural relationships with our learners and their whanau
 - The importance of culturally responsive teaching practice
 - Understanding of our localised curriculum, pedagogy and the willingness to demonstrate this in the design of learning
 - The schools values: STRIVE - self awareness ((Design for learning/ Teaching).

- 3.** Develop and maintain with students, a productive, respectful and student centred classroom environment that meets school expectations of learning, behaviour and collaboration. (Learning-focused culture).

- 4.** Demonstrate improving professional practice through:
 - inquiring into your teaching, what is working and for whom
 - reflecting and modifying teaching based on student achievement, progress and voice data
 - engaging with and reflecting on professional readings and research
 - examining and refining beliefs and practice
 - participating and contributing to a professional learning community

- engaging fully in school PLD and initiating your own personal professional learning, applying this to your practice
- continue your personal growth in Te Reo me ōna tikanga Maori. Reflect what you are learning in your classroom setting
- responding positively to professional feedback
- positively participating in the school professional growth cycle (2021 replacing the appraisal system)

(Professional Learning/ Professional relationships/)

5. Adapt/differentiate/personalise programmes and teaching strategies to meet the identified needs of all learners with emphasis on:

- Maori
- Pacifika
- Asian
- Students with specific learning needs, including gifted students

(Professional Learning/ Learner-focused culture/ Design for learning)

6. Demonstrate respect for the heritage, language and cultures of both partners to the Treaty of Waitangi. Show willingness to grow own cultural competence in line with Tataiako and school expectations.

(Te Tiriti o Waitangi/ Learner-focused culture/ Design for learning/ Teaching)

7. Follow school expectations to:

- assess the progress and achievement of individual and groups of learners
- record accurate and reliable data using Assembly/PaCT.
- report progress and achievement to parents regularly and in an accurate and professional manner
- realise the schools vision, values, strategic plan and annual plan/ achievement targets

(Design for Learning/ Teaching)

8. Establish and maintain effective responsive relationships with students and whanau focused on the learning and well-being of all students

(Professional Relationships)

9. Contribute to the wider life of the school by taking on, participating in or leading activities (teacher or student centred) that enrich the learning experiences of our students and/or the operation of the school.

(Professional Relationships)

10. Teachers will adhere to all school policies and procedures and relevant guidelines, regulatory statutory requirements (Learner-focused culture) and the Education Council Code of Professional Responsibility.

Areas for professional growth in 2021

1. To be negotiated after appointment

Teaching Responsibilities in 2021:

Class level year 6/7 or 7/8

The teaching responsibilities will be in line with school needs and may change during the year or each year.

Specific Responsibilities and Delegations

To be negotiated after appointment

Job Description agreed and approved by

Signed:

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Teacher

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Principal Robyn Forsyth

Date: 2021