

MORRINSVILLE COLLEGE TEACHER JOB DESCRIPTION

PRIMARY OBJECTIVES:

- Implement the New Zealand Curriculum.
- Manage, develop and implement teaching and learning programmes.
- Through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated, giving priority to student achievement in literacy and numeracy and then to the breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of The National Curriculum.
- On the basis of good quality assessment information, identify students and groups of students who have specific learning needs, and aspects of the curriculum which require particular attention.
- Develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified above.
- Be a professional role model for students.

PROFESSIONAL RELATIONSHIPS AND VALUES

Criteria	Key indicators	Demonstrating this in the Morrinsville College setting
Establish and maintain effective professional relationships focused on the learning and well-being of akonga (learners).	Engage in ethical, respectful and collaborative professional relationships with: <ul style="list-style-type: none"> • akonga • teaching colleagues, support staff and other professionals • whanau and other carers of akonga • agencies, groups and individuals in the community 	<ul style="list-style-type: none"> • Show respect, empathy, interest and fairness to all akonga • Undertake pastoral care roles effectively and responsibly • Develop open, respectful interactions between all parties, including whanau and other community agencies and groups
Demonstrate commitment to promote the well-being of all akonga.	<ul style="list-style-type: none"> • Take all reasonable steps to provide and maintain a teaching and learning environment that is physically, socially, culturally and emotionally safe • Acknowledge and respect the languages, heritages and cultures of all akonga • Comply with relevant regulatory and statutory requirements 	<ul style="list-style-type: none"> • Maintain a safe teaching and learning environment • Be inclusive of all cultures in the teaching and learning environment • Comply with Health and Safety guidelines and evacuation procedures

PROFESSIONAL RELATIONSHIPS AND VALUES

Criteria	Key indicators	Demonstrating this in the Morrinsville College setting
Demonstrate a commitment to ongoing professional learning and development of personal professional practice.	<ul style="list-style-type: none"> Identify professional learning goals in consultation with colleagues Participate responsively in professional learning opportunities within the learning community Initiate learning opportunities to advance personal professional knowledge and skills 	<ul style="list-style-type: none"> Participate actively in collective professional learning activities and curriculum-based professional learning Access current knowledge from professional reading Demonstrate a positive attitude to and engage collaboratively in appraisal processes Contribute to development of school and learning area goals and align them to own professional learning Consider guidance from others Extend knowledge of te reo Maori, tikanga Maori and local mana whenua
Show leadership that contributes to effective teaching and learning.	<ul style="list-style-type: none"> Actively contribute to the professional learning community Undertake areas of responsibility effectively 	<ul style="list-style-type: none"> Participate in moderation Participate in local/regional/national professional networks Undertake additional responsibilities such as co-curricular, pastoral care or mentoring colleagues Contribute collegially with ideas, resources and strategies to develop an open and reflective professional culture
Demonstrate commitment to bicultural partnership in Aotearoa New Zealand.	<ul style="list-style-type: none"> Demonstrate respect for the heritages, languages and cultures of both partners to the Treaty of Waitangi 	<ul style="list-style-type: none"> Participate in special services/assemblies Use Te Reo Maori in the classroom Involve (where appropriate) iwi, hapu and whanau

PROFESSIONAL KNOWLEDGE IN PRACTICE

Criteria	Key indicators	Demonstrating this in the Morrinsville College setting
Conceptualise, plan and implement an appropriate learning programme.	<ul style="list-style-type: none"> Articulate clearly the aims of own teaching, give sound professional reasons for adopting these aims and implement them in your practice Through planning and teaching demonstrate knowledge and understanding of relevant content and curriculum documents 	<ul style="list-style-type: none"> Develop planning records (teacher planning diary and/or schemes of work) which clearly show evidence of effective programmes linked to the curriculum
Promote a collaborative, inclusive and appropriate learning programme.	<ul style="list-style-type: none"> Demonstrate effective management of the learning setting which incorporates successful strategies to engage and motivate akonga Foster trust, respect and cooperation with and among akonga 	<ul style="list-style-type: none"> Use appropriate behaviour management strategies to promote learning (positive classroom climate, clear expectations, reduced negative interactions, encouraging comments, supportive) Consistently use Positive Behaviour For Learning practices

PROFESSIONAL KNOWLEDGE IN PRACTICE

Criteria	Key indicators	Demonstrating this in the Morrinsville College setting
Respond effectively to diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of akonga.	<ul style="list-style-type: none"> • Demonstrate knowledge and understanding of social and cultural influences on learning by working effectively in bicultural and multicultural contexts of learning • Select teaching approaches, resources, technologies and learning and assessment activities that are effective for diverse akonga • Modify teaching methods to address the needs of individuals and groups 	<ul style="list-style-type: none"> • Notice, recognise and respond to the interests and strengths of akonga • Develop planning and teaching which is responsive to individuals and akonga of different ethnicities • Recognise and use e-asTTle information in classes • Use differentiated learning strategies and resources, including especially through ICT
Work effectively within the bicultural context of Aotearoa New Zealand.	<ul style="list-style-type: none"> • Practise and develop the use of te reo Maori me nga tikanga-a-iwi in context • Specifically and effectively address the educational aspirations of akonga Maori, displaying high expectations for their learning 	<ul style="list-style-type: none"> • Endeavour to practise te reo Maori within school contexts • Be empathetic and supportive • Identify and record those who consider themselves to be Maori • Incorporate te reo Maori me nga tikanga-a-iwi into teaching programmes wherever appropriate, recognising that whatever is good for Maori is good for other akonga as well • Work actively to promote the aspirations of Waikato Tainui, our Kawenata partners
Analyse and appropriately use assessment information, which has been gathered formally and informally.	<ul style="list-style-type: none"> • Analyse assessment information to identify progress and ongoing learning needs of akonga • Use assessment information to give ongoing feedback to guide and support further learning • Analyse assessment information to reflect on and evaluate the effectiveness of teaching • Communicate assessment and achievement information to relevant persons • Foster involvement of whanau in the collection and use of this information 	<ul style="list-style-type: none"> • Use assessment as a reflective tool for self-review and evaluation of programmes • Use assessment information to give feedback to akonga • Report assessment information within required standards • Evaluate assessment information for planning next steps in the teaching and learning programmes
Use critical inquiry and problem-solving effectively in professional practice.	<ul style="list-style-type: none"> • Systematically and critically engage with evidence and professional literature to reflect on and refine professional practice • Respond professionally to feedback from other members of the learning community • Critically examine own beliefs, including cultural beliefs, and how they impact on professional practice and the achievement of akonga 	<ul style="list-style-type: none"> • Listen and learn from colleagues through observing others and being observed • Engage in professional networks • Examine own teaching philosophy, values and beliefs and reflect on how these fit with the philosophy, values and beliefs espoused by the learning community • Work to understand that own world view differs from others and reflect on the implications of this
Demonstrate in practice knowledge and understanding of how akonga learn.	<ul style="list-style-type: none"> • Enable akonga to make connections between their prior experiences and their current learning • Provide opportunities and support for akonga to engage with, practise and apply new learning to different contexts • Encourage akonga to take responsibility for their learning and behaviour • Assist akonga to think critically about information and ideas and to reflect on their learning 	<ul style="list-style-type: none"> • Provide teaching programmes with a range of activities • Investigate and draw upon the prior learning of students • Manage time efficiently for learning to occur • Develop and use support strategies for akonga whose first language is not the primary teaching language

COMMUNITY RELATIONSHIPS

Criteria	Key indicators	Demonstrating this in the Morrinsville College setting
Contribute to the wider life of the school through developing partnerships with parents and other community members.	<ul style="list-style-type: none"> • Promote the school in the community • Develop a partnership with parents/caregivers 	<ul style="list-style-type: none"> • Promote the school and contribute to the partnership between the school and its community through attending: • parent evenings • parent/teacher interviews • sharing in playground duties and supervision outside of the classroom • providing student support through a form class • communicating well with parents

CO-CURRICULAR COMMITMENT

Criteria	Key indicators	Demonstrating this in the Morrinsville College setting
Make a commitment to co-curricular activities.	<ul style="list-style-type: none"> • Actively support co-curricular activities of the school 	<ul style="list-style-type: none"> • Engage in leading or supporting co-curricular activities • Support school sports and cultural events

Key Professional Responsibilities/Performance Areas – HUB LEARNING COACH

Key Tasks	Expected Outcomes	Performance Indicators
<p>To be responsible for all matters pertaining to students allocated to your Learning Hub, including especially building close caring relationships with students and their parents, tracking and mentoring, liaising and advocating on students' behalf with other teachers and our guidance counsellors.</p>	<p>The Learning Coach will be a significant caring and demanding person in the life of every student in their Hub, build relationships with and maintain contact with parents on a regular basis (particularly as academic and pastoral issues might arise), monitor the progress of each student and mentor them to achieve to their potential, and work alongside other teachers, Kaitiaki and Deans and our Guidance Counsellors to ensure this.</p> <p>Students will feel secure, valued and supported in a trusting atmosphere.</p>	<ul style="list-style-type: none"> • A close relationship will exist between the Learning Coach and every student in their Hub. • Students will set high aspirational goals for themselves for their time at school and for their future careers and monitor progress towards these goals. • A good relationship and a close partnership will exist with each student's parents to ensure that the academic, pastoral and extra-curricular aspirations of each student are met. • Students' school performance will be tracked closely, so that they know what they must do to achieve their goals and next steps in their learning. • The Learning Coach will, where necessary, be discussing the progress of their students with their teachers and advocating on their behalf. • Guidance counsellors will be consulted where there are special issues that need to be addressed. • Student and parent feedback on their Learning Coach will indicate high levels of care. • Learning Coaches will ensure that they are available to meet with parents of their Hub students.

<p>To monitor the attendance and pastoral records of students in their Learning Hub, ensure that the correct school uniform is worn and to ensure that our students are well aware of our CLEAR expectations and meet these expectations.</p>	<p>The school has accurate attendance and pastoral records, regular attendance and good behaviour are actively promoted, students wear the correct school uniform, and early contact is made with parents where there are concerns. Our students will Contribute, Listen, Engage, Achieve and show Respect in all school and out-of-school settings when they are representing our school or taking part in school activities.</p>	<ul style="list-style-type: none"> • Students are attending school unless there is a good reason not to. • The roll is kept and absences followed up. • Students are meeting our behavioural expectations. • Every student is dressed in school uniform or carrying a pass. • KAMAR records are accurate and up-to-date. • Parents are informed when there are any concerns. • Liaison occurs with the student's Kaitiaki and Dean. • Students are highly-regarded both in school and in our wider community for their CLEAR values and behaviours.
<p>To communicate information to students.</p>	<p>Students are well informed about school activities and procedures.</p>	<ul style="list-style-type: none"> • Students attend and respond to school meetings and procedures.
<p>To be responsible for checking and editing information for school reports and for writing an overview and Learning Coach's comments</p>	<p>Accurate, informative reports are produced in a timely manner. The Learning Coach's comments will reflect a high understanding of the student's abilities, strengths and areas to work on.</p>	<ul style="list-style-type: none"> • Parents/caregivers receive accurate, informative and personalised reports. • Reports are completed to meet set deadlines.

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