JOB DESCRIPTION - Teacher

Position: Teacher
Responsible To: Ultimately – Parent Cooperative
Day to day basis – Senior Teacher

Key Relationships: Children
Parents
Other preschool teachers
Management Committee
Wider Community

Directly supervising: All enrolled children

Job Purpose: To contribute to the provision of high quality early childhood education and care at the preschool which meets the needs of the children, parents and other staff.

OBJECTIVES:

• Work co-operatively with the teachers and parents to provide a high quality learning environment for children.

• Work co-operatively to provide an environment that meets the needs of each individual child; fostering cultural, physical, emotional, social, creative and cognitive development.

• Understand, be in sympathy with, and endorse the beliefs, philosophies, goals and methods of the Aro Valley Preschool as expressed through the constitution, philosophy, policies and management meetings.

• Work to gain an understanding of the local community and its resources.

• Recognise and support ethnic backgrounds, lifestyles and values of all families using the preschool in an anti-sexist and anti-racist environment.

HOURS:
Your ordinary hours of work will be 31.25 per week to be worked as follows:

8.15 to 8.30 am each day – Set up time.
8.30 am to 2.30 pm each day – Contact time – with half an hour unpaid for lunch.
Plus 2.5 hours per week allocated to learning stories, internal evaluation, programme development and other teaching team tasks as agreed with the Senior Teacher.
Plus up to 0.5 hours per week for teaching team meeting time to be scheduled as agreed between the team.
Plus up to 2 hours per fortnight for staff meeting time.

You will also be entitled to payment for an additional 16 hours per year of Teacher Only Day time, to be taken at times agreed between you and the Senior Teacher.

SALARY:
Payment is fortnightly, currently on alternate Wednesdays.
# Standards for Aro Valley Preschool Teachers

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<th>STANDARD</th>
<th>ELABORATION OF THE STANDARD</th>
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| **Te Tiriti o Waitangi Partnership**<br>Demonstrate commitment to tangata whenua and Te Tiriti o Waitangi partnership in Aotearoa New Zealand. | • Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand.  
• Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi.  
• Practise and develop the use of te reo and tikanga Māori.  |
| **Professional learning**<br>Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners. | • Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources.  
• Critically examine how my own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities, languages and cultures.  
• Engage in professional learning and adaptively apply this learning in practice.  
• Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners, including learners with disabilities and learning support needs; and wider education matters.  
• Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem solving and learning-focused collegial discussions.  |
| **Professional relationships**<br>Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner. | • Engage in reciprocal, collaborative learning-focused relationships with:  
  – learners, families and whānau  
  – teaching colleagues, support staff and other professionals  
  – agencies, groups and individuals in the community.  
• Communicate effectively with others.  
• Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility.  
• Communicate clear and accurate assessment for learning and achievement information.  |
| **Learning-focused culture**<br>Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety. | • Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning.  
• Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks.  
• Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs.  
• Manage the learning setting to ensure access to learning for all and to maximise learners’ physical, social, cultural and emotional safety.  
• Create an environment where learners can be confident in their identities, languages, cultures and abilities.  
• Develop an environment where the diversity and uniqueness of all learners are accepted and valued.  
• Meet relevant regulatory, statutory and professional requirements.  |
**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.

- Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners.
- Gather, analyse and use appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning and to identify additional supports or adaptations that may be required.
- Design and plan culturally responsive, evidence-based approaches that reflect the local community and Te Tiriti o Waitangi partnership in New Zealand.
- Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners.
- Design learning that is informed by national policies and priorities.

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<td>Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.</td>
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- Teach in ways that ensure all learners are making sufficient progress, and monitor the extent and pace of learning, focusing on equity and excellence for all.
- Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori.
- Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners.
- Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning.
- Teach in ways that enable learners to learn from one another, to collaborate, to self-regulate and to develop agency over their learning.
- Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning.

**LEARNING ENVIRONMENT**

Contribute to the maintenance of a stimulating learning environment for the children, starting from the initial settling-in period and through the rest of their time at the preschool and consistent with the preschool’s goals, policies and procedures and in conjunction with the New Zealand Early Childhood curriculum guidelines - Te Whāriki, the Ministry of Education Licensing Criteria, the Early Childhood Centre Regulations, the Code of Professional Responsibility and Standards for the Teaching Profession:

- contributing to the gathering of assessment information for individual children and subsequent individual and group planning;
- contributing to development of learning stories as agreed within the teaching team;
- contributing to the daily set up, preparation of resources, supervision of children’s activities, and facilitation of circle time, as agreed within the team;
- contributing to keeping the learning environment safe and attractive throughout the day (refreshing the environment, avoiding tripping hazards and an oversupply of resources).

**TEACHING TEAM**

Co-operate with other teaching team members to maintain a positive, supportive, harmonious atmosphere by:

- attending and contributing constructively to team meetings and Teacher Only Days;
- supporting team members to meet their professional development goals;
- providing a positive role model for other teaching staff, student teachers, children and parents/whānau;
- contributing to the domestic and administrative management of the preschool, including the efficient and timely completion of tasks allocated;
- taking the initiative to offer assistance to other teachers as appropriate.
FAMILIES/WHANAU AND THE COMMUNITY

Promote a partnership between parents/whānau and staff on all matters relating to the care and wellbeing of the children by:

▪ emphasising close communication and sharing of information about children’s interests and abilities;
▪ recognising and supporting all ethnic backgrounds, lifestyles and values of all families/whānau enrolled at the preschool in an anti-sexist and anti-racist environment;
▪ assisting with the display of up to date information about the curriculum and current activities.

HEALTH, SAFETY AND COMPLIANCE

Comply with the preschool’s health and safety policies and procedures, the Early Childhood Centre Regulations, the Licensing Criteria and the requirements of Health and Safety at Work Act and strive to make the workplace as safe as possible by:

▪ performing daily health and safety check in conjunction with other teachers;
▪ monitoring parents/caregivers and visitors signing in and signing out procedures at the preschool;
▪ participating in Emergency Procedure drills and demonstrating these to children and other adults;
▪ attending regular refresher first aid training;
▪ recording any accidents or incidents in accordance with the preschool’s policies and procedures;
▪ identifying and recording hazards and working with other preschool personnel to address them.

ALL TEACHERS ARE ALSO EXPECTED TO:

▪ In conjunction with other teachers carry out regular fire and earthquake drills (1 per term).
▪ Participate in the preschool’s rolling teacher roster of duties and support other teachers during operating hours.
▪ Provide cover for other teachers while they take lunch breaks.
▪ Record daily attendance in conjunction with other teachers.
▪ Record accidents/injuries and illnesses on the register.
▪ Maintain cubbies, coat hooks, art folders, magnets, pockets.
▪ Carry out other tasks as directed by the Senior Teacher.

PERSON SPECIFICATIONS:

• Holds a recognized New Zealand early childhood teaching qualification or its equivalent.
• Holds a current practicing teacher certificate.
• Holds a current first aid certificate.
• Demonstrates genuine passion for the development and care of children and acts with respect, warmth and kindness within their teaching practice
• Has a commitment to promoting cultural diversity, gender neutral behaviours, and conservation of the natural environment.
• Demonstrates strong interpersonal, communication and relationship building skills.
• Has an understanding of the principles of partnership in Te Tiriti o Waitangi and a commitment to bicultural practice
• Has discretion and confidentiality - the ability to treat information divulged by parents, staff and children in the strictest confidence, and to disclose that information only in appropriate circumstances consistent with work requirements.
• Has a clear understanding of statutory requirements relating to early childhood education sector.
• Is comfortable and competent in the use of technology.