POSITION DESCRIPTION

Early Childhood Teacher
Team Leader

Waiapu Kids St Georges

Anglican Care Waiapu

PURPOSE

Anglican Care Waiapu strives to deliver:
High quality Christian based services to all ages throughout our communities

MISSION

Strengthening and developing our communities through our:
Early Childhood Education
Residential Care
Family Services
Retirement and Lifestyle Villages
Services to the elderly
Partnership approach

CORE VALUES

Our core values are founded on our Christian ethos including:
Love, hope, compassion, integrity

PASSION

We are passionate about:
The vulnerable and isolated
Social justice
Our three tikanga partnership
Faith in action
Position: Early Childhood Teacher Team Leader

Date: September 2017

The Organisation:

Anglican Care Waiapu is the social services arm of Anglican Diocese of Waiapu, providing faith based services to children, young people families/whanau and elderly throughout the Hawkes Bay, Bay of Plenty and Eastland regions (Waiapu Diocese).

As a multi-disciplinary service provider our mission is to work in faithful partnerships building relationships and strengthening communities. We do this by providing services for children, young people, families and our elderly.

Our Child and Family Services provide:
- Early Childhood Education
- Social Work & SWIS
- Counselling & Budgeting
- Youth Mentoring
- Community Support
- Growing through Grief

Our Aged Care and Services provide:
- Rest Home and Hospitals
- Independent Living - Village Accommodation
- Day Care Centres
- Home Based Support

Position reports to:
- Early Childhood Service Manager

Direct Reports:
- Nil
### Functional Relationships:

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<th>Internal</th>
<th>External</th>
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<tr>
<td>Chief Executive Officer</td>
<td>Parents, Caregivers and Whanau</td>
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<tr>
<td>GM Child &amp; Family Services</td>
<td>Ministry of Education</td>
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<td>GM Corporate Services</td>
<td>Early Childhood Council</td>
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<td>GM Aged Care &amp; Services</td>
<td>Child, Youth &amp; Family Services</td>
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<tr>
<td>Regional Directors</td>
<td>Regional Committees</td>
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<tr>
<td>ECE Centre Managers &amp; Staff</td>
<td>Auditors</td>
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<td>Human Resource Manager</td>
<td>Work &amp; Income</td>
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<td>Communications &amp; Sponsorship Manager</td>
<td>Iwi</td>
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<td>Grants and Fund Development Officer</td>
<td>Community organisations</td>
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<tr>
<td>Kaiwhakamarama</td>
<td>Other government organisations</td>
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<td>Practice Leader – Social Work</td>
<td>Funding organisations, including but not limited</td>
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<td>Services Financial Manager</td>
<td>to Lottery Board, Regional Committees, COGS,</td>
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<td>Finance Team</td>
<td>charitable and gaming trusts.</td>
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<td>ICT Support Technician</td>
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<td>Other Anglican Care Waiapu staff</td>
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<tr>
<td>Children</td>
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<td>Parish Advisory and Support Committees</td>
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<td>Parish and Clergy</td>
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### Job Purpose:

Anglican Care Waiapu (Waipu Anglican Social Services Trust Board (WASSTB)) Early Childhood Services provide quality early childhood education and care reflecting service philosophy and organisational kaupapa.

Anglican Care Waiapu has an organisational expectation that registered teachers demonstrate a full commitment and dedication to the implementation of our code and standards. Hence, teachers are required to show and develop increasing confidence and competence in all standards.

Teachers will meet and have a sound working knowledge of the requirements and implications of the Ministry of Education (Early Childhood services) Regulations 2008, Licensing Criteria for Early Childhood Centre-based Education and Care Services 2008, and Early Childhood Education Curriculum Framework, in their service workplace.

Teachers are responsible for the day to day education, well-being, and health and safety of all children attending this service; ensuring provision of education and care to service standards and to meet legislative requirements. Teachers also demonstrate a commitment to Te Tiriti O Waitangi and bi-cultural practice and building relationships within their own communities.

Anglican Care Waiapu as the employer seeks to remind the employee to refer to Policies and clauses within their employment agreement that relate to professional behaviour.

Anglican Care Waiapu has a commitment to ensuring that synergy exits between the employment agreement, job description and registered teacher criteria.
### KEY RESULT AREA 1: Curriculum – Supervisor/Team Leader role and responsibility.
This will be achieved by:

1.1 Leading and managing the teaching team in a professional competent manner within the philosophy and operation of the EC service and the WASSTB organisational kaupapa; to ensure provision of high quality educational programmes for all children are delivered, within a respectful reciprocal relational interface with the service community including children, whanau, staff, site, external agencies & local community.

1.2 Communication is open, and regular with the Service Manager, to ensure a shared awareness and understanding of current and emerging issues.

1.3 Facilitating and role modelling professional
- teaching practice & current theoretical knowledge
- Inclusion
- Reciprocal interactions to build relationships with whanau
- Collegial interactions & relationships with and between Manager, team leaders, teachers & support staff.
- Promotion and marketing of the Service and organisational values and mission.

1.4 Oversee day to day management and operation of the teaching team, environment and children and family related matters.

1.5 Report compliments, concerns, complaints and emerging health and safety matters and integrating risk alternative to Manager with timelines.

1.6 Support, guide, mentor and manage all teaching and support personnel to progress their knowledge, skills and performance in curriculum, health & safety, human resource, property, organisational and administrative matters.

1.7 Continue developing a growing set of communication and leadership skills, and techniques.

### KEY RESULT AREA 2: Curriculum – To promote the delivery of high quality early childhood education.
This will be achieved by role modelling and facilitating:

2.1 Warm, responsive relationships with individual and groups of children; and respecting the transitional relationship between home, centre and school (Manaakitanga).

2.2 Maximising learning & teaching opportunities. Ensuring that learning areas are adequately resourced and maintained for both individuals, groups and size of groups.

2.3 Learning and teaching opportunities in a holistic way (Kotahitanga), that actively promotes the service philosophy and acknowledges all learners/akonga as competent, capable and expert in their own world. Encouraging children to participate in experiences which offer choice both indoors and outdoors.

2.4 Ensuring all children are actively engaged in learning appropriate to their strengths and interests and the development of their knowledge, skills and theories (Whakamana).

2.5 Facilitating teaching and learning experiences for children that support and promote
the cultural heritage and languages of Aotearoa/New Zealand, and that which makes up your local community (Whanau tangata).

2.6 Actively supporting literacy and numeracy in learning environments.

2.7 Diverse use of teaching techniques such as language, that assists children’s progression of understanding, through encouraging conversation about what they have observed, what and why things may happen (Nga Hononga).

2.8 The learning environment is inviting for children and whanau throughout the day (Mana Tangata).

2.9 Familiarity with and uses of resources including ICT available within the community.

2.10 Demonstrated consistent competent practice in assessment, planning and evaluation, reflecting current research and theory.

2.11 Robust teaching practice underpinned by the registered teaching criteria & supporting teachers to evidence their teaching practice.

2.12 Children’s educational and wellbeing information is shared appropriately and professionally by all in the teaching team and by support personnel. eg. to and between teachers, manager, parents, children and external agencies.

KEY RESULT AREA 3 : Health & Safety – To promote the well-being and safety of children, whanau, staff and visitors.
This will be achieved by ensuring sound strategies are followed to support organisational and centre policies and processes by:

3.1 Ensuring clear, understood routines, and sound teacher practice that follows and reflects service and Anglican Care Waiapu policy, procedures and guidelines and legislation.

3.2 Being a responsible employee reporting all hazards, accidents and incidents, and follow process in a timely manner, and ensuring the team is manageable clear process.

3.3 Raising the awareness of, and understanding of health and safety policies and procedures, and the ramifications of the risks, increasing the knowledge and improving the practice of the teaching and support team.

3.4 Promoting understanding and awareness of cultural considerations that impact on Health & Safety matters.

3.5 Actively promoting routines that maintain and present the environment, resources and equipment to a safe, hygienic standard and presentation.

3.6 Monitoring children’s behaviour to ensure they are feeling secure, comfortable and confident (Whakamana), and providing robust practice to enhance the child, and improve the teaching & support team’s understanding and performance.

3.7 Actively building relationships with all children, parents/whanau and encouraging parent’s voice with respect to their child’s learning (Nga Hononga).
3.8 Referring and/or sharing parent concerns to Manager in a professional manner.

3.9 Facilitating and promoting all aspects of health routines, including hygienic self help and self care practices, healthy eating and spiritual well being, within teaching team, with children and Whanau and wider service environment. Eg. staff facilities, non-teaching environment.

3.10 Actively ensuring heightened understanding of safety and risk in the environment and endeavoring to mitigate. Ensuring reporting is accurate and timely. Reporting issues in a timely manner, and following up as appropriate. Eg. meetings, change of behaviour.

3.11 Promoting an educational programme that is diverse, inclusive, and promotes children’s development of responsibility for their safety and well being.

3.12 Promoting an educational programme, that teachers actively plan for assisting children to develop self control, negotiation skills and strategies for coping with change for themselves and others, and expressing this in an appropriate manner (Whakamana).

KEY RESULT AREA 4: HUMAN RESOURCES – Communication and team membership
This will be achieved with developing a constructive team culture of professionalism that is collegial and robust by:

4.1 Taking direction from your senior personnel, actively communicating with peers, and Whanau appropriately.

4.1 Taking direction from your Service manager professionally, and modelling the same with senior teaching personnel, and teaching team members; actively communicating with peers and whanau appropriately

4.2 Working collaboratively and supporting collegially Service Managers, peers, teachers, staff and personnel in the delivery of the service, including assisting with ideas and resources.

4.3 Discussing with Service Manager, unavailability to work due to illness, bereavement etc in a timely manner, and emerging patterns and/or concerns of work attendance of staff; and children.

4.4 Promoting and demonstrating understanding and awareness of cultural considerations that impact on human resource matters, and improving teaching teams performance and awareness of same.

4.5 Communicating professional successes and concerns in a timely manner to manager, and peers; and encouraging team members to do same.

4.6 Facilitating leadership of teaching team, and communicating with Whanau with developing communication skills, with ability to show tolerance and respect for a range of views and practice styles within the team and external agency personnel and Whanau.

4.7 Communicating and reporting unsafe practice professionally in a timely manner to the Manager, mitigating immediate risks.
4.8 Role modelling & facilitating with acceptable communication techniques and procedures where conflict between colleagues and other adults arise, and seeking support and guidance to assist at appropriate times.

4.9 Facilitating with a diverse range of communication competence to role model, support & guide articulation and robust discussion of teaching practice, with individual members, the team & wider teaching professional community.

4.10 Undertaking professional development and in-service training as discussed with and directed by the Manager.

4.11 Lead, attend and participate actively in required service meetings, and follow up required actions and outcomes in a timely manner. Inform Manager with an explanation of absence, and commit to updating knowledge due to absence, within an appropriate time frame.

4.12 Role model & facilitate a welcoming and responsive behaviour to families and visitors.

**KEY RESULT AREA 5: GENERAL – To promote the delivery of Waiapu Anglican Early Childhood Services**

**This will be achieved by:**

5.1 Role modelling and supporting the vision and mission of Waiapu Anglican Social Services Trust Board and the Early Childhood service.

5.2 Role modelling and supporting the philosophy of the WASSTB Early Childhood service.

5.3 Honouring the WASSTB values.

5.4 Performing as an effective member of the wider WASSTB team working within their Christian ethos and mission. Facilitating and enabling the Early Childhood service team members to do the same.

5.5 Providing and maintaining a high standard of service environment, equipment, furniture and resources.

5.6 Occasionally may be required to perform driving duties.

5.7 Being person responsible as required.

5.8 Perform other duties as required.

**Published Documents**

Te Whariki
Kei Tua o Te Pae
Nga Hikatia
Registered Teacher Criteria
Legislation
Te Whatu Pokeka
Te Tiriti o Waitangi
EC Leadership & teaching techniques references

**Professional Practice**

Child Development
Notion of the child
Knowledge & Implementation
Teaching Techniques
Effective Questioning
Assessment & Documentation
Te Reo & Tikanga Maori
Cultural Engagement

Team Teaching
Collegial support & guidance
Seeking external support
Programme Planning
Communication skills
Problem solving
Team membership
ICT skills
Playgroups

Waiapu Related
Time Management
Health & Safety Implications
Playgroups
Professional Development
Service Philosophy
Policy and processes

This job description may require to be changed from time to time by the Manager as the requirements of the organisation changes. After consultation with the employee the employee agrees that the contents of their job description may be amended, added to, or varied from time to time by the employer.

Declaration:

Signed:___________________________________ Date:_______________
(Employee accepting position)

Signed:___________________________________ Date:_______________
(Employer)