Job Description and Performance Agreement 2020

Reading Recovery Release Teacher

**JOB TITLE**
Registered Teacher with current Practicing Teacher Certificate

**SALARY SCALE**
Base Scale

**STATUS**
Fixed Term for 2020; 0.48 FTTE

**RESPONSIBLE FOR**
Year 3 - Year 4 class

**RESPONSIBLE TO**
Principal and Team Leader

**RESPONSIBILITIES**
TBC

**FUNCTION**
To work collaboratively with the Principal, staff members, Board of Trustees, and in the spirit of the school's charter and policy, to provide a highly effective educational environment for the benefit of students and their families and whānau.

**UNDERPINNING VALUES**

*Whakamana* Empowering all learners to reach their highest potential by providing high-quality teaching and leadership.

*Manaakitanga* Creating a welcoming, caring and creative learning environment that treats everyone with respect and dignity.

*Pono* Showing integrity by acting in ways that are fair, honest, ethical and just.

*Whanaungatanga* Engaging in positive and collaborative relationships with our learners, their families and whānau, our colleagues and the wider community.

**CODE OF PROFESSIONAL RESPONSIBILITY**
Commitment to learners

*Education Council*

Commitment to families and whānau

Commitment to society

Commitment to the teaching profession

**STANDARDS FOR THE TEACHING PROFESSION**
To demonstrate levels of expertise in the six standards over a three year period in order to maintain a Practicing Teacher Certificate, namely:

1. Teaching
2. Te Tiriti o Waitangi partnership
3. Professional learning
4. Professional relationships
5. Learning-focused culture
6. Design for learning

**PROFESSIONAL STANDARDS**
To annually meet the standards for beginning / fully registered / experienced teacher as outlined in the Primary Teachers Collective Agreement (2019-2022) so that attestation can be made in relation to pay progression.

**TĀTAIAKO**
To enhance Māori learners achieving education success as Māori.

**TAPASĀ**
To enhance the education success of Pasifika learners.

**INCLUSIVE EDUCATION**
To provide an inclusive curriculum to ensure progress and achievement for all children.

*This matrix* outlines links between Our Standards, Prof. Stds, Tātaiao & Tapasā
REFLECTIVE DOC
To reflect, self-evaluate and show evidence relating to the Education Council’s Standards, Professional Standards, and Tātaiako and Tapasā Cultural Competencies. This shared doc will contain analysis, interpretation and understanding of evidence linked to the Standards, schoolwide goals and individual goals.

APPRAISAL PROCESS

(A) TEACHING AS INQUIRY
- TBC annually

(B) PEER REVIEW (by negotiation and ongoing throughout the year)
- 4-minute Walkthroughs: (i) Teachers give feedback to each other about a specific and predefined aspect of their class programme; (ii) teachers learn from their colleagues as they spend brief periods of time in other classes; (iii) occur at least once per term.
- Pair-Share: Sharing that builds knowledge and understanding of ways in which other teachers are working to foster engagement and learning.
- Meet in various classrooms: (i) Team meetings to be held in a range of classrooms, as this provides a backdrop for further questions, discussions and wonderings; (ii) staff meetings to be held in classrooms from time to time so that teachers are able to gain a sense of what learning looks like at different levels.
- Planning conversations: (i) In conjunction with a buddy or team, share the way planning supports deliberate acts of teaching and the impact on progress and engagement; sample of planning relevant to teaching as inquiry and other supporting documentation discussed with the principal.

(C) PERSONAL GOAL SETTING (February/March)
- Each teacher selects a specific focus for investigation and improvement. This goal may or may not relate to schoolwide teaching as inquiry.
- In discussion with the principal, the teacher engages in relevant professional learning and development in order to make progress.

(D) EVIDENCE OF QUALITY PRACTICE: STANDARDS FOR THE TEACHING PROFESSION
- What is naturally expected and occurs in our school
- What you do that is beyond this baseline

SCHOOL PERFORMANCE GOALS
- TBC annually

INDIVIDUAL GOAL/S
- TBC annually

PROFESSIONAL LEARNING APPRAISAL SUMMARY REPORT
- Completed annually