



Job Description: *Scale A Teacher*

Name:

Position: Part-time Teacher (Permanent)

Class Level: Yr 0 - 6

Pay/Conditions: as per Collective Agreement

Number of hours: 0.4

Responsible to: Principal

Scope of Responsibility:

The Principal Release Teacher's first responsibility is the learning and teaching of his/her students by developing appropriate learning programmes throughout the year. This includes, but isn't limited to planning/design of learning, assessment, reporting and the development of resources for every student in the class in accordance with the code of ethics from the New Zealand Education Council.

Professional Relationships and Professional Values:

The teacher will engage in appropriate professional relationships and demonstrate commitment to professional values.

Criteria	Key Indicators	Evidence
Establish and maintain effective professional relationships focused on the learning and wellbeing of akonga.	Engage in ethical, respectful, positive 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"> • Contribute to any class/school communication • Communicate regularly with families re: concerns or celebrations of learning, progress or behaviour • Refer to and follow any specified protocols/procedures • Participate in school based professional development • Be an active member of the team and take an active role in school events • Share information with colleagues
Demonstrate commitment to promoting 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"> • Show evidence of cultural responsiveness in every learning area • Manage student relationships with success. Focus on positive ways of managing behaviour • Follow school policies and procedures for all matters to do with health and safety, and hazard management • Organise a safe physical environment

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"> • Use Maori language in daily conversations and displays on the wall of the classroom; • Participate in school powhiri, school karakia and cultural events; • Demonstrate knowledge of the Treaty of Waitangi and te reo me ona tikanga
Demonstrate commitment to ongoing professional learning and development of personal practice	<ul style="list-style-type: none"> • Identify professional learning goals in consultation with the Principal • Participate responsively in professional learning opportunities • Initiate learning opportunities to advance professional knowledge and skills 	<ul style="list-style-type: none"> • Set personal professional goals and reflect upon them at regular intervals across the year • Gather and use data to inform personal professional practice • Provide specific professional goals for inquiry process for the year • Keep informed of developments in curriculum and learning theory • Meet with the Principal to share personal goals and the progress towards them
Show leadership that contributes to effective teaching and learning	<ul style="list-style-type: none"> • Actively contribute to the professional learning community (the learning of others in the school or cluster) • Undertake areas of responsibility effectively 	<ul style="list-style-type: none"> • Take on responsibility in a curriculum area and/or some other school development (e.g. Enviro Schools) • Lead the school in a cultural, sporting or academic opportunity/experience (e.g. school sharing/assembly, 40 hour famine, pet day)

Professional Knowledge in Practice:

Teachers make use of their professional knowledge and understanding to build a stimulating, challenging and supportive learning environment that promotes learning and success for all akonga.

Conceptualise, plan and implement an appropriate learning programme	<ul style="list-style-type: none"> • Articulate clearly the aims of their teaching, give sound professional reasons for adopting these aims, and implement them in their practice • Demonstrate their knowledge and understanding of relevant content, disciplines and curriculum documents 	<ul style="list-style-type: none"> • Is competent in the content of the NZ curriculum • Use appropriate teaching objectives, programmes, learning activities, and assessment • Planning to be checked termly by Principal • Realistic, specific goals set for class, groups of akonga and individuals • Needs of all students met through differentiation • Regular sharing of planning at team meetings • Use school wide planning format, or similar, as approved by the Principal, either in hard copy or electronically • Track learning of specified individuals or target groups • Refer students to specific support such as RTL
Promote a collaborative, inclusive and supportive learning environment	<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 an amongst akonga 	<ul style="list-style-type: none"> • Manage student behaviour positively • Create an environment of respect and understanding • Provide and maintain a purposeful working atmosphere

<p>Demonstrate in practice their knowledge and understanding of how akonga learn</p>	<ul style="list-style-type: none"> • Enable akonga to make connections between their prior experience and learning and their current learning activities • Provide opportunities and support for akonga to engage with, practise and apply new learning to different contexts • Assist akonga to think critically about information and ideas and to reflect on their learning • Assist akonga to take responsibility for their own learning and behaviour 	<ul style="list-style-type: none"> • Students will be able to clearly articulate the learning intention and success criteria for every lesson • Classroom teaching will be based on the school curriculum and coverage will be tracked across the year • Demonstrate a range of effective teaching techniques • Demonstrate flexibility and responsiveness • Use appropriate technology and resources
<p>Respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of akonga</p>	<ul style="list-style-type: none"> • Demonstrate knowledge and understanding of social and cultural influences on learning, by working effectively in the bicultural and multicultural contexts of learning in Aotearoa New Zealand • Select teaching approaches, resources and learning and assessment activities that are inclusive and effective for diverse akonga • Modify teaching approaches to address the needs of individuals and groups of akonga 	<ul style="list-style-type: none"> • Recognise and support diversity amongst individuals and groups • Engage students in learning • Establish and maintain high expectations that value and promote learning
<p>Work effectively within the bicultural context of Aotearoa New Zealand</p>	<ul style="list-style-type: none"> • Practise and develop the relevant use of te reo Maori me nga Tikanga in context • Specifically and effectively address the educational aspirations of akonga i.e. Maori displaying high expectations for their learning 	<ul style="list-style-type: none"> • Evidence of Maori language being used in a range of context within the room and school • Participate in school powhiri, school karakia and school cultural events
<p>Analyse and appropriately use information, which has been gathered formally and informally</p>	<ul style="list-style-type: none"> • Analyse assessment information to identify progress and ongoing learning needs of akonga • Use and analyse assessment information to give regular and ongoing feedback to guide and support further learning • Communication assessment and achievement information to relevant members of the learning community • Foster involvement of whanau in the collection and use of information about the learning of akonga 	<ul style="list-style-type: none"> • Provide feedback to students • Evidence of regular data collection (formative and summative data) • Evidence of data being used in planning for whole class, established target groups and individual students • Evidence of data being discussed and analysed with the Principal, and any other educator/support persons, as appropriate • Professional reports being made to families twice a year in writing and twice a year verbally, and as needed by the community • Maintain records of student achievement • Report to families twice a year in writing
<p>Use critical inquiry and problem-solving effectively in their professional practice</p>	<ul style="list-style-type: none"> • Systematically and critically engage with evidence and professional literature to reflect on and refine practice • Respond professionally to feedback 	<ul style="list-style-type: none"> • Keep a record of Teaching as Inquiry (including professional readings, personal reflections etc.) • Reflect on teaching with a view to improvement

	<ul style="list-style-type: none"> • Critically examine their own beliefs, including cultural beliefs, and how they impact on their professional practice and the achievement of the akonga 	
Other responsibilities	<p>Special Nature of Position</p> <ul style="list-style-type: none"> • Uphold the values and Catholic Special Character of the school • Personalise learning and promote self-directed learning in a multi-level class 	

SIGNED: (Scale A Teacher)

..... (Principal)

Dated: