MĀRUAWAI COLLEGE

Teacher

Job Description

21 October 2026

POSITION DESCRIPTION

Teachers are committed to providing high-quality, inclusive educational experiences and fostering a positive learning environment where learners are at the centre of all we do.

Your role is ensuring the academic and personal development, through Hauora time, of our students.

Our approach to teaching is grounded in the Teaching Council of Aotearoa New Zealand Code of Professional Responsibility and aligned with the Standards for the Teaching Profession, as outlined below.

KEY PROFESSIONAL RESPONSIBILITIES:

STANDARD	ELABORATION OF THE STANDARD
Te Tiriti o Waitangi partnership Demonstrate commitment to tangata whenuatanga 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. • Design teaching and learning experiences that reflect Te Tiriti o Waitangi partnership in New Zealand including affirming for all learners the knowledge, identity, language. and culture of te ao Māori and tangata whenuatanga. • Practise and develop the use of te reo and tikanga Māori, including in support of positive engagement with Māori learners and their whānau and communities.

Professional knowledge - Know the content and how to teach it
Understand how to design learning based on content, curriculum, and pedagogical knowledge.
	• Understand the content
	  ○ Demonstrate a developed understanding of the knowledge relevant to the content being taught.
	• Understand how to enact the curriculum
	  ○ Know how to teach the mandated curriculum and its progressions in learning, effectively and in a way that supports every learner to succeed.

	• Understand evidence-informed teaching strategies and practices
	  ○ Know how to apply research, evidence, and innovations related to pedagogy, inclusive teaching, and the teaching of particular content.
	
	• Understand how to foster literacy and numeracy as foundational capabilities
	  ○ Demonstrate understanding of oral language, literacy, and numeracy as foundational capabilities that are integrated throughout all learning areas and levels, and knowledge of relevant evidence-informed teaching practices that are effective at fostering these proficiencies.

Professional knowledge - Know the learner and the learning process
Understand the learning process and the diversity of learners' strengths, needs, languages, cultures, identities, and interests.
	• Understand how learning happens
	  ○ Demonstrate a developed knowledge and understanding of the cognitive, emotional, and social factors that affect how children and young people learn, and their application to teaching practice, informed by the science of learning.
	
	• Understand how diverse needs can be met
	  ○ Demonstrate understanding of the diverse needs of learners - including those associated with neurodivergence, disabilities, and trauma – and of the learning strategies that can support them, while being willing to seek specialist support where needed.
	
	• Understand culturally responsive teaching
	  ○ Demonstrate an understanding of how to richly contextualise teaching and learning experiences to learners' culture, backgrounds, and interests to bring the curriculum to life and help them progress their learning.
	
	• Understand own assumptions and beliefs
	  ○ Critically examine how one's own assumptions and beliefs, including cultural beliefs, impact on one's practice, and on the

	achievement of learners including those with different abilities and needs, backgrounds, genders, identities, languages, and cultures.

Professional practice - Plan for and implement effective teaching and learning
Plan for learning, teach, and respond to learners during teaching to progress their learning at an appropriate depth and pace.
	• Set high expectations
	  ○ Set high expectations for the learning outcomes of every learner.
	• Prepare learning experiences that are coherent and well organised
	  ○ Use a mixture of forward planning and planning in action to ensure that the curriculum is enacted in an intentional way for each learner.
	• Advance the progress and achievement of all learners
	  ○ Teach in ways that ensure sufficient progress for the diverse range of learners, providing additional support or extension when needed.
	• Use and adapt teaching strategies
	  ○ Make use of a range of evidence-informed teaching strategies, approaches, and learning activities and use them adaptively in response to the needs of individuals and groups of learners.
	• Enable learning-focused capabilities
	  ○ Enable learners to be active participants in their learning, so that they are well placed to develop self-regulation, agency, collaborative capabilities, self-reflection, and critical thinking.
	• Māori succeeding as Māori
	  ○ Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori.

Professional practice - Create and maintain supportive and safe learning environments
Develop a culture where learners feel safe, have their needs met, and are focussed on learning, with appropriate use of equipment and technologies.
	• Support learners to feel safe to participate in learning
	  ○ Build genuine, respectful relationships with and among learners so that all learners feel their identities, languages, cultures, and abilities are valued and respected, fostering trust, cooperation, and confidence to participate fully in learning.
	• Ensure the learning setting meets diverse needs
	  ○ Establish workable routines and learning environments that support different physical, social, emotional, and intellectual development needs to ensure access to learning for all.
	• Manage the learning setting and promote positive behaviour
	  ○ Develop a shared understanding of positive behaviour, with clear boundaries and a framework for effectively responding to challenging behaviour, including a range of preventative and restorative approaches.
	• Use equipment and technologies appropriately and effectively to support learning
	  ○ Have strategies in place for any equipment and technologies utilised, including digital devices and artificial intelligence, to be used safely, responsibly, ethically, and in ways that contribute positively to teaching and learning.

Professional practice - Assess, provide feedback, and report on learning
Use regular and consistent assessment to inform teaching and share information on learner progress.
	• Monitor the extent and pace of learning
	  ○ Make effective and regular use of high-quality assessment and/or aromatawai practices to gather, analyse, and use appropriate information about the pace of learners' progress.
	• Identify progress and respond to learners' needs
	  ○ Use information on learner progress, in relation to goals or outcomes that have been identified, to design clear next steps in learning and identify additional support,

	extension, or adaptations to teaching practice that may be required.
	
	• Provide constructive and understandable feedback
	  o Ensure learners (and/or their parents/caregivers and whānau, as appropriate) receive and understand ongoing feedback about their progress, and use this information to enhance their engagement with learning.
	
	• Communicate assessment information
	  o Communicate clear and accurate information to parents/caregivers and whānau that identifies progress, strengths, and areas for development.

Professional engagement – Engage in professional learning
Improve professional capability through evidence-based reflection, professional learning, and engagement with colleagues.
	• Participate in a continuous cycle of professional growth
	  o Reflect on the effectiveness of practice in an ongoing way to ensure a cycle of improvement and development, informed by evidence from a range of sources including learner perspectives.
	
	• Undertake professional learning to improve practice
	  o Participate in professional learning, targeted to identified professional needs and school/service/system priorities, and adaptively apply this learning in practice.
	
	• Engage with colleagues to improve practice
	  o Invite and respond to feedback from colleagues and other education professionals, collaborate to address challenges, and engage in learning-focused collegial discussions or networks.

Professional engagement – Engage in productive professional relationships Work constructively with colleagues,	• Relate effectively with parents/caregivers and whānau o Build positive, respectful, and culturally appropriate relationships with parents/caregivers and whānau focussed on the learning, engagement, and wellbeing of learners.

parents/caregivers, and the community to support the learning and wellbeing of each learner.	• Cooperate in the interests of learners
	  ○ Collaborate reciprocally with leaders, teachers, and other colleagues, and engage professionally with external agencies and the wider community, to meet the needs of each learner.
	
	• Actively contribute to the wider educational setting
	  ○ Work collegially to support ongoing improvement to organisational culture and practice, showing leadership particularly in areas of responsibility or expertise.
	
	• Communicate effectively
	  ○ Use clear, open, and professional oral and written communication that assists everyone to play their part in supporting learning and wellbeing.