Job Description

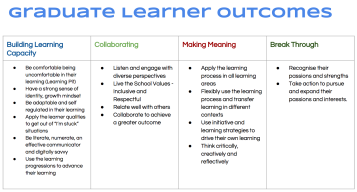
Updated November 2022

Staff Member	Position	Terms of Employment	Responsible To
	Scale A Teacher *Full Time, Fixed Term/ Permanent*	Primary Teachers Collective Employment	The Principal

Central Beliefs







1. Our **Vision** Principles are:
   ~Building learning capacity (know, believe and stretch self as a learner)
   ~Relating, contributing and participating (Relate, connect and value difference and diversity in people, make a contribution)
   ~Making Meaning (Develop tools, strategies, skills and knowledge to develop conceptual understandings to make sense of one's world)
   ~Breaking Through (Achieving success and happiness in learning and life, fulfilling purpose)
   These guide our direction and purpose.

2. **Learning** is our core business (Everyone is capable of learning)

3. Every individual contributes to the school's **culture**. To collaborate as a transformational learning community we rely on individuals' growing comfort to be uncomfortable in the learning pit to collectively inquire, challenge, and engage in discourse that makes 'stuff' better for our learners. We actively develop an individual's capacity to have 'sensemaking' conversations and be open to learning from others perspectives and ideas.

4. **Teacher effectiveness** is at the heart of enabling successful student achievement. Teacher effectiveness is a continual inquiry into one's practice to ensure the best possible outcomes for every single learner.

5. **High functioning teams (Hubs that Hum)** are at the heart of accelerating learning and progress for our learners, resulting in increasing collective efficacy and continuous improvement.

6. **The Graduate Outcomes** under each vision principle the 'learning that matters' at Stonefields School. The Graduate Outcomes informs teachers' learning design.

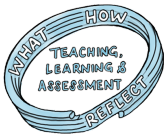
7. Learners themselves are key drivers of their own learning, a high trust model operates that allows for **agency** and student ownership of their learning to ensure each learner knows how am I going? Where am I going? And where to next?

8. The personal development in **digital learning** tools is essential as it enables engagement and learning for all.

The BEST model

Developing 'My' Effectiveness	**Professional Responsibilities** • Develops and drives own professional learning through ongoing reflection and understanding and implementing the Teacher Effectiveness framework. (Practising Teacher Criteria).

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DESIGN

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Aims High - Is open to new learning and has an attitude of continuous improvement.
Maintains personal balance and wellbeing.
We go, not Ego - Actively contributes towards creating a positive collaborative learning culture.
Listens Sincerely - Proactive open, transparent and honest communication is evident to all stakeholders.
Be Courageous - Learning is innovatively designed based on evidence to meet individual needs.
Is Evidenced - Gathers and analyses formal and informal assessment information to further enable learning.
Inquires into own teaching practice.
Causes Learning - Conceptualises, plans and implements flexible learning programmes that encourage learner agency.

Pedagogical Content Knowledge

Demonstrates a high level of knowledge and current understanding of the New Zealand Curriculum learning areas.
Uses learning progressions and SchoolTalk to activate learning so that learners know ‘how am I going?’, ‘where am I going?’ and ‘where to next?’.
Applies the ‘learning process’ skillfully to deepen understandings and cognitively engage learners.

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<td>Developing ‘Our’ Effectiveness</td>
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Building Learning Capacity (Designing Real Learning)

Role model what it is to be a learner.
Implements and builds all learners' knowledge and capacity to learn powerfully.
Parents' insights about their child are valued, used and built on to further learning.
Personalises and provides challenge and stretch in learning for all students.
Encourages empowerment and ownership of learning through interactions and feedback.
Uses the TLA- teaching Learning and Assessment cycle.
Learner centric, the learners are engaged as active participants in driving their own learning when appropriate.
Integrates Stonefields ‘Know thy learner’, language of learning deliberately.

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<td>Partnership-
Kotahi Whānau (Parent engagement)

Values

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Relationships Community

Promotes a collaborative, inclusive and supportive learning environment.
Build positive and constructive relationships with parents.
Creates and implements opportunities for learners to learn flexibly in modern learning environments.
Builds effective relationships with colleagues and learners and their families to further enhance and motivate student learning and achievement.
Actively uses the Kotahi Whānau (Parent Engagement) tool to evaluate the relationships and seeks to build and enhance whānau engagement further.
Any learning concerns are acted on early and communicated in open and transparent ways - additional opportunities for further learning designed and clarity given about School and home responsibilities.
Parents share that they have a good understanding of how their child is progressing and achieving, and that there are enough 1:1 opportunities to understand how their child is progressing.

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- Makes connections with the wider Stonefields School community members and openly values diversity and cultural differences.
- Is committed to honour the Te Tiriti o Waitangi in their daily practice.
- Responds effectively to diverse cultural experiences and varied strengths, interests and needs of individual learners.
- Supports, coaches and mentors other staff members through observations, feedback and dialogue to grow teacher effectiveness.
- Uses the Stonefields School Values and language of learning to actively contribute to creating a positive organisational culture.
- Is committed to promoting the wellbeing of all.

Signed (Employee)	Date:	Signed (Principal) Sarah Martin	Date: