Name:	Position: Teacher	Year: 2027
Full Practising Certificate (Experienced Teacher)		

Purpose
Teachers are responsible to the principal for curriculum delivery, curriculum content, assessment of pupils progress, reporting to parents, whole school responsibilities and specific delegations. This Job Description sets out teacher duties and responsibilities and forms the reference point for performance appraisal.

Accountability
All teachers are accountable to the principal, who in turn is accountable to the Board of Trustees for the performance of all staff.

Extent of Authority
Teachers operate within the legal requirements, policies and our strategic plan.
Each teacher is responsible for the welfare and education of children and classes assigned by the principal and for specific duties delegated by the principal.

Working Relationships
Teachers give priority to ensuring the well-being and educational achievements of their pupils, work as members of the staff team, have positive relationships with parents and help promote the interests and image of the school.

Whole School Responsibilities
- Work cooperatively and supportively with other members of staff.
- Assist in setting, modelling and maintaining high standards in all areas of school life.
- Take an active part in all school affairs in and beyond the classroom.
- Assist in the supervision of duties required.

STANDARDS FOR THE TEACHING PROFESSION		
Standard 1: Te Tiriti o Waitangi Partnership	**Catholic Elaborations**	**Self Review & Evidence**
Focus area 1.1 Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand.	Teachers in Catholic schools understand and are committed to the New Zealand Catholic Bishops Conference understanding of Te Tiriti o Waitangi and the commitment of the Catholic Church to bi-culturalism. Teachers in Catholic schools deepen their understanding of Māori spirituality and incorporate it into their teaching of Religious Education and spirituality.	
Focus area 1.2 Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi.		
Focus area 1.3 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.		
Focus area 1.4 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.		
Final Comment		
☐ Has met the standard ☐ Has not yet met the standard		

Standard 2: Know the Content and How to Teach it	Self Review & Evidence
Focus area 2.1 Understand the content.	
Focus area 2.2 Understand how to enact the curriculum.	
Focus area 2.3 Understand evidence-informed teaching strategies and practices.	
Focus area 2.4 Understand how to foster literacy and numeracy as foundational capabilities.	
Final Comment	
☐ Has met the standard ☐ Has not yet met the standard	

Standard 3: Know the Content and How to Teach it	Self Review & Evidence
Focus area 3.1 Understand how learning happens.	
Focus area 3.2 Understand how diverse needs can be met.	
Focus area 3.3 Understand culturally responsive teaching.	
Focus area 3.4 Understand own assumptions and beliefs.	
Final Comment	
☐ Has met the standard ☐ Has not yet met the standard	

Standard 4: Plan for and implement effective teaching and learning in line with our St Bernadette's Playbook.		**Self Review & Evidence** ***Link 'Planning Feedback and Reflection Tool' here***
Focus area 4.1 Set high expectations.	Teachers in Catholic schools support the school, which through its practices and communication, facilitates an encounter with Christ and spreads the Good News to both churched and unchurched members of the community. Teachers in Catholic schools ensure that all resources, including e-resources, used in the teaching and learning programme for RE, and in other areas as appropriate (e.g. Health, Social Sciences, Science) are in line with the key teachings of the Catholic Church.	
Focus area 4.2 Prepare learning experiences that are coherent and well organised.		
Focus area 4.3 Advance the progress and achievement of all learners.		
Focus area 4.4 Use and adapt teaching strategies.		
Focus area 4.5 Enable learning-focused capabilities.		
Focus area 4.6 Māori succeeding as Māori.		
Final Comment		
☐ Has met the standard ☐ Has not yet met the standard		

Standard 5: Create and maintain supportive and safe learning environments	Catholic Elaborations	Self Review & Evidence
Focus area 5.1 Support learners to feel safe to participate in learning.	Teachers in Catholic schools design and facilitate programmes that promote a genuine and ongoing encounter with Christ as an essential function of the Catholic school, and develop the progression from encounter, to growth in knowledge and to Christian witness, which is the framework of the disciple's journey. Teachers in Catholic schools promote a culture that assists in the understanding of what the integration of faith and life means from a Catholic perspective.	
Focus area 5.2 Ensure the learning setting meets diverse needs.		
Focus area 5.3 Manage the learning setting and promote positive behaviour.		
Focus area 5.4 Use equipment and technologies appropriately and effectively to support learning.		

Final Comment	
	☐ Has met the standard ☐ Has not yet met the standard

Standard 6: Assess, provide feedback, and report on learning in line with our St Bernadette's Playbook.	Self Review & Evidence
Focus area 6.1 Monitor the extent and pace of learning.	
Focus area 6.2 Identify progress and respond to learners' needs.	
Focus area 6.3 Provide constructive and understandable feedback.	
Focus area 6.4 Communicate assessment information.	

Final Comment	
	☐ Has met the standard ☐ Has not yet met the standard

Standard 7: Engage in professional learning	Catholic Elaborations	Self Review & Evidence
Focus area 7.1 Participate in a continuous cycle of professional growth.	Teachers in Catholic schools critically assess and reflect upon all policies, procedures, practices and professional attitudes in light of their commitment to the Gospels and Catholic teaching. Teachers in Catholic schools apply knowledge of the Gospels and Church teaching to the values, pedagogy, practices and relationships of the school community. Teachers in Catholic schools undertake professional learning formation and qualifications	
Focus area 7.2 Undertake professional learning to improve practice.		
Focus area 7.3 Engage with colleagues to improve practice.		

	appropriate to their role so as to deepen their own personal growth in knowledge of Catholic Theology, Scripture, Spirituality, Catholic Special Character and Religious Education, and to strengthen their ability to promote and enhance the Special Character of the school.	

Final Comment	
	☐ Has met the standard ☐ Has not yet met the standard

Standard 8: Engage in productive professional relationships	**Catholic Elaborations**	**Self Review & Evidence**
Focus area 8.1 Relate effectively with parents/caregivers and whānau.	Teachers in Catholic schools maintain collaborative relationships within the school, with parish leaders, the school chaplain and other Church organisations, such as the diocesan Catholic Education Office. Teachers in Catholic schools promote faith-based leadership to effectively shape the school's vision and direction, so as to ensure a genuine and ongoing encounter with Christ, for ākonga.	
Focus area 8.2 Cooperate in the interests of learners.		
Focus area 8.3 Actively contribute to the wider and educational setting.		
Focus area 8.4 Communicate effectively.		

	Teachers in Catholic schools engage in practices to ensure that the school has ways to assess the impact it has on the growth in faith of ākonga.	

Final Comment	
	☐ Has met the standard ☐ Has not yet met the standard

Performance Summary

Coach Summary Comment
Possible Performance Goals for 2027
Signed: _____ (Teacher) **Date: _____** **Signed: _____(Coach)** **Date: _____**

Signed: _____ (Principal) Date: _____