Enriched, Vibrant, Dynamic and

Successful Pasifika Youth



Pasifika mo le Pasifika

PASS Teacher Job Description

PASS Teacher

Directly responsible to: Co-Principals
Senior Team Leader
Village Leader

PURPOSE

The role of the **PASS Teacher** is to plan and implement a well developed NZ curriculum level 3 to 8 programme (where applicable) in a specialist or range of curriculum areas that includes a foundational literacy component for re-engaging and/or English as an Additional Language Learners. A teaching and learning environment within a Pasifika socio-cultural model for the learners will be expected. The PASS Teacher will be supported by and will collaborate with their team leader and other PASS team members.

Functional Relationships Internal:

- PASS Board of Trustees (Employer)
- PASS Co-Principals (Tamā ma Tinā)
- PASS Senior Leadership Team (Mana Kaiarataki)
- PASS Villages/Teachers (Mana Moana, Whenua, Langi and Tangata)
- PASS Curriculum (Mana Ako)
- PASS Pastoral (Mana Kaiārahi)
- PASS Support Staff (Mana Awhi)
- PASS Students (Talavou)

External:

- Parents/caregivers of students (Kāinga)
- Pasifika/Māori community
- Contributing Intermediate or Middle Schools
- Ōtahuhu Cluster schools
- Ministry of Education
- Support agencies and associations
- Tertiary Education providers
- Stakeholders from community, industry and professional organisations who may be able to provide work placements.

Key Areas of Accountability:

Objective 1: To Reach Our Target Pasifika Learners	
• Recognises the place of Tangata Whenua and ensures acknowledgment and respect to Te Tīriti o Waitangi, Te Ao Māori, tikanga and Te Reo Māori through the Ka Hikitia Strategy and Tātaiako Cultural Competency Strategy • Develop and maintain inspirational learning environments that encourages learning and promotes success for Pasifika learners through the Action Plan for Pacific Education, 2023 • Build meaningful, authentic relationships that elevate the 'mana' of all learners • Develop the ability to empathize and consider the varying needs and strengths of Pasifika learners • Ensure students are engaged in learning through *Anga Talavou* • Manage daily school attendance efficiently • Develop the ability to provide pastoral and academic support to your village talavou	

• Promote and model the PASS school values and ethos • Active participant in the school wide Tu Tagata training programme (at an appropriate personal level)	
• *Commits to progressing knowledge of Te Reo me nga tikanga Māori as outlined in Our Code, Our Standards (Teaching Council)* • *Develops strength a highly developed understanding of teaching and learning and, as such, provides a highly effective classroom learning environment from a Pasifika worldview* • *Students are secure, respectful and engaged within the classroom setting and evidence of mutual trust and confidence between students and teacher* • *Clear and consistent classroom boundaries are agreed upon and established* • *Student management and health and safety policies are adhered to* • *Daily attendance records are up to date* • *Minimal intervention required by the senior leadership team* • *Village tracking is current and up to date* • *Promoting and practising the school values and ethos* • *School functions cohesively, harmoniously, professionally* • *Actively participates in Tu Tagata training at personal ability level*	**Expected Results**
Objective 2: To Achieve Pasifika Student Success	**Accountability**
With support and supervision; • Responsible for the implementation of planning, teaching and assessment of the designated curriculum areas and class levels according to the requirements of the New Zealand Curriculum - Te Mātaiaho Framework and NZQA as well as the provisions of the school's special character and charter • Engages in current, relevant research regarding best practice in the profession • Review, maintain and distribute the designated curriculum scheme and student handbook to all stakeholders • Ensure planning content and delivery caters for all abilities and learning styles of Pasifika learners • Provide expertise and refined strategies in the development and practise of teaching programmes and learning activities • Meet regularly with the leadership team, teaching colleagues and village parents to review learner needs • Plan and budget for the purchase and replacement of resources in the classroom where needed • Maintain all such resources and equipment in a good and safe condition	**Responsibilities**
Objective 3: To Achieve Pasifika Student Engagement	**Accountability**
With support and supervision; • Supportive role model and village parent • Knows, teaches and follows the Anga Talavou process • Encourage positive school-wide engagement in learning • Develop SMART goals and future aspirations relative to subject in collaboration with students and their village parent • Foster and demonstrate a culture of learning and achievement/improvement • Provision of motivational experiences and tasks to assist learning and retention of knowledge	**Responsibilities**
• *Students know and understand Anga Talavou* • *Students feel secure and know they can connect with a significant adult at school*	**Expected Results**

• *School language and practice is positive about learning* • *Lessons are relevant to real life experiences* • *SMART goals are visual, known and are directly related to their career aspirations* • *Student work and successes are proudly displayed* • *Knowledgeable and inspired students* • *Motivated and engaged students*	
Objective 4: To Engage Pasifika Families and Communities	**Accountability**
With support and supervision; • Encourages and fosters effective working relationships with PASS kāinga and wider community • Reporting on student achievement to students, families, and caregivers • Promote, proactively support and attend school events and celebrations • Reports regularly on student pastoral needs • Guides kāinga to support agencies where appropriate	
• *Well connected and positive rapport with kāinga and wider community* • *Students and kāinga are kept informed of student's progress* • *Demonstrates the ability to build caring and mutually respectful relationships with students, families and caregivers* • *Active contribution at events* • *Village students/families are attending events* • *Kāinga are well informed on support systems outside of school*	**Expected Results**
Objective 5: To attain inspiring and well informed culturally competent staff	**Accountability**
With support and supervision; • Adhere to the Codes and Standards of the teaching profession • Adhere to the PASS Code of Conduct • Develop knowledge and understanding of Pasifika and Māori pedagogy and frameworks that support Māori and Pasifika talavou success • Attend PD courses relevant to personal and school wide professional needs including the strengthening of one's own cultural capital • Proactively support and attend staff induction and team building events • Proactively support other school wide sporting, cultural and academic events • Commitment to the supervision duties of the school	**Responsibilities**
• *Displays a consistent, professional attitude* • *Willing to grow and improve in the teaching profession*	**Expected Results**
• *Demonstrates understanding of and provides a culturally responsive learning environment suited for Maori and Pasifika students* • *Professional records of PD documentation kept, provides professional and moral support to colleagues where appropriate, evidence of personal cultural growth* • *Contribution, leadership and attendance to the Extra Curricular Activities of the school* • *Required school and administrative procedures carried out* • *Supervision duties are attended to*	

Person specification

The successful applicant will demonstrate the schools values towards talavou, colleagues, parents and community;

Alofa - love, compassion, faith

Tautua - service, responsibility

Fa'aaloalo - respect, humility

Teacher Salaries

Salaries will be set in accordance with the Secondary School (CA) as assessed by the Salary Assessment Unit of the Ministry of Education. Management units may be available depending on the needs of the school and proven experience of the teacher.

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