Northland College
Kaikohe, Northland

SCHEDULE ONE
Job Title: Teen Parent Unit Hospitality General Classroom Teacher

Position Description

Teen Parent Unit – Hospitality General Classroom Teacher

Reports to:	**Principal and Teen Parent Unit Manager**
Functional Relationships:	• Teen Parent Unit Manager • Other TPU Staff External • Whānau • Support Agencies
Location:	27 Purdy Street, Kaikohe
Hours of Work:	10 hours per week
Date Position Description Reviewed:	Annual Appraisal
Purpose of the Position:	Provide a culturally responsive learning context, high quality teaching and learning practices, and responsive relationships that promote, raise and where necessary accelerate the rate of learning, progress and achievement of every student and achieve the desirable learning outcomes of the school and its community, i.e. the student graduate profile.
Performance Outcomes:	• Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand; • Using critical inquiry collaborative problem solving and professional learning to improve professional capability to impact on the learning and achievement of all learners; • Establish and maintain professional relationships and behaviors focused on the learning and wellbeing of each learner; • Create and maintain learning focused environments which are collaborative, inclusive and safe; • Design learning based on professional knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identity, language and cultures;

	• Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace; • Build effective partnerships in learning with parents, family and whānau to support student engagement and learning; • Accelerate the learning of underachieving learners; • Provide an emotionally, physically, culturally and spiritually safe learning context; • Build effective relationships with learners that promote engagement, learning and respond to learners individual learning needs; • Demonstrate improved effectiveness in their teaching practice through collaborative, critical teacher reflective practice.

Implement the New Zealand standards for the teaching profession (July 2017) in all classroom interactions and teaching practice.

Key Areas of Responsibility

Areas of Accountability	Expected Outcome	Further Explicit Expectations
Te Tiriti o Waitangi Partnership Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand. **PTC** 3 & 10 **Professional Standards Classroom Teacher:** • Professional Development, • Professional Knowledge, • Te Reo me ona Tikanga, • Effective Communication **Tataiko Dimensions:**	• Understand and recognize 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. • Practise and develop the use of Te Reo and Tikanga Māori within all contexts.	• Pronounces and uses Māori names and words correctly. • Participates in staff waiata and Māori cultural events. • Observes Māori protocol. • Displays an understanding of and applies the Treaty of Waitangi and its principles. • Te Reo and Tikanga Māori are integrated and increasingly embedded into all learning contexts. • The special needs of Māori students are secondary school environment are taken seriously and sensitivity is shown towards finding innovative ways of assisting Māori.

• Wānanga • Tangata Whenuatanga		• Te Reo is learned toward fluency as an integral part of employment at Northland College.
Professional Learning Use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the learning and achievement of all learners. **PTC** 4 & 12 **Professional Standards Classroom Teacher**: • Professional Development, • Teacher Techniques **Tataiko Dimensions:** • Whānaga • Ako	• Inquire into and reflect on the effectiveness of practice in an ongoing way using evidence from a range of sources. • Critically examine how one's own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities, languages and cultures. • Engage in professional learning and adaptively apply this learning in practice. • Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners, including learners with disabilities and learning support needs; and wider education matters. • Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem solving and learning focused collegial discussions.	

Professional relationships
Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.
PTC 1 & 5
Professional Standards Classroom Teacher:
• Effective Communication
• Student Management
• Support for and co-operation with Colleagues
	• Engage in reciprocal, collaborative learning-focused relationships with:
	  ○ Learners, families and whanau
	  ○ Teaching colleagues, support staff and other professionals
	  ○ Agencies, groups and individuals in the community.
	• Communication effectively with others.
	• Actively contribute, and work collegially, in the pursuit of improving my own and organizational practice,
		• NC school communication policies and procedures are followed.
		• Spoken and written language is clear, correct and appropriate and aims to achieve a positive outcome.
		• Demonstrates effective listening skills.
		• Communication is open, constructive, accurate and timely.
		• Confidentiality is maintained.
		• Respond positively and appropriately to feedback/feed forward.
		• Demonstrates a positive approach to new ideas.
		• Contribution made to resources, test and examination preparation

• Contribution to wider school activities **Tataiko Dimensions**: • Wananga • Whānaungatanga	showing leadership, particularly in areas of responsibility. • Communicate clear and accurate assessment for learning and achievement information.	• Requests for information are met in a timely manner. • Punctuality to class, meetings and other school events. • Maintains a high level of professionalism at school and in the community. • Adheres to the NC staff dress code. • All resources are accounted for and maintained in good condition.
Learning-focused culture Develop a culture that is focused on learning, and is characterized by respect, inclusion, empathy, collaboration and safety. **PTC 2 & 7** **Professional Standards Classroom Teacher:** • Student Management **Tataiko Dimensions:** • Manaakitanga	• Develop learning focused relationships with learners, enabling them ot be active participants in the process of learning, sharing ownership and responsibility for learning. • Foster trust, respect and co-operation with and among learners so that they experience an environment in which it is safe to take risks. • Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs. • Manage the learning setting to ensure access to learning for all and to maximize learners' physical, social, cultural and emotional safety. • Create an environment where the diversity and uniqueness of all learners are accepted and valued. • Meet relevant regulatory, statutory and professional requirements.	• Understands the impact of teaching style and resources to meet students' cultural and individual needs. • Accurate records of student attendance are maintained. • Effectively uses a range of strategies to build effective learning relationships with students. • NC behavior guidelines are implemented effectively. • Clear routines are established. • Positive response to advice from senior staff on student management. • Reflects students' concerns and is approachable. • Safe working practices are evident. • Interaction with students is appropriate, professional and respectful. • Uses a range of positive strategies to keep students on task and create a positive learning environment and culture in their classes. • Uses a variety of relevant activities tailored to meet the individual learning needs of students. • Actively builds students' confidence in subject area.

		• Encourages students to become independent learners. • High expectations for students are articulated. • Sets and maintains high expectations for all students. • Uses strategies to improve the achievement of Māori students.
Design for Learning Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learners' strengths, interests, needs, identity, language and cultures. **PTC 9 & 11** **Professional Standards Classroom Teacher:** • Professional knowledge • Effective communication • Motivation of students • Student Management	• Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners. • Design and plan culturally responsive, evidence-based approaches that reflect the local community and Tiriti o Waitangi partnership in New Zealand. • Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners. • Design learning that is informed by national policies and priorities.	• Teaching programmes include appropriate content and skills that reflect the NZC and the NC localized curriculum and learning area scheme requirements. • Links between and across the curriculum areas are understood, sought, applied and embedded in teaching and learning programmes. • Is assessment literate and uses a wide range of student progress and achievement information to inform the design of teaching and learning programmes. • Students are assessed regularly using appropriate assessment techniques/strategies and this information informs teaching programmes. • Student assessment literacy is developed to support student agency in their learning.
Teaching Teach and respond to learners in a knowledgeable way to progress their learning at an appropriate depth and pace. **PTC 6 & 8** **Professional Standards**	• Teach in ways that ensure all learners are making sufficient progress, and monitor the extent and pace of learning, focusing on equity and excellence for all. • Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori.	

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Classroom Teacher • Professional knowledge • Teaching techniques **Tataiko Dimensions** • Ako	• Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners. • Provide opportunities and support for learners to engage with, practice and apply learning to different contexts and make connections with prior learning. • Teach in ways that enable learners to learn from one another, to collaborate, to self-regulate and to develop agency over their learning. • Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning.	
Policies	• Is familiar with NC policies and procedures and reflects them in teaching practice. • Comply with all board policies.	
Workplace Culture	• Contributes positively to the life of the school and its community. • Develop positive effective teams. • Work to achieve a positive workplace culture. • Participate in the application and analysis of quality/quantity related surveys and use information gathered for positive improvement.	• Actively involved in co-curricular activities. • Health and Safety policies followed. • Appropriate written trip applications (EOTC) completed. • Allocated staff duties completed effectively.

Demonstrate the Code of Professional Responsibility in day-to-day classroom practice

Key Areas of Responsibility

Areas of Accountability	Further Explicit Expectations
Commitment to the teaching profession	Maintain public trust and confidence in the teaching profession by: 1. Demonstrating a commitment to providing high-quality and effective teaching 2. Engaging in professional, respectful and collaborative relationships with colleagues 3. Demonstrating a high standard of professional behavior and integrity 4. Demonstrating a commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in the learning environment

	5. Contributing to a professional culture that supports and upholds this Code.
Commitment to Learners	Work in the best interests of learners by: 1. Promoting the wellbeing of learners and protecting them from harm 2. Engaging in ethical and professional relationships with learners that respect professional boundaries. 3. Respecting the diversity of the heritage, language, identity and culture of all learners. 4. Affirming Māori learners as tangata whenua and supporting their educational aspirations. 5. Promoting inclusive practices to support the needs and abilities of all learners. 6. Being fair and effectively managing my assumptions and personal beliefs.
Commitment to families and whanau	Respect the vital role my learners' families and whanau play in supporting their children's learning by: 1. Engaging in relationships with families and whanau that are professional and respectful. 2. Engaging families and whānau in their children's learning. 3. Respecting the diversity of the heritage, language, identity and culture of families and whānau.
Commitment to Society	Respect my trusted role in society and the influence I have in shaping futures by: 1. Promoting and protecting the principles of human rights, sustainability and social justice. 2. Demonstrating a commitment to a Tiriti o Waitangi based Aotearoa New Zealand. 3. Fostering learners to be active participants in community life and engaged in issues important to the wellbeing of society.

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Key Competencies

Knowledge

The incumbent must have proficient knowledge and the ability to demonstrate effective practice in the following areas:

- The New Zealand curriculum (both the front and back) as it relates to the Northland College localised curriculum and their specified learning areas.
- Up-to-date current educational best practice and pedagogy and demonstrate effective implementation within their own practice.
- Relationship based teaching practice (Te Kotahitanga) – What makes a difference for Māori learners.
- Understand progress and achievement information and using this to inform teaching and learning programmes.

Skills

The incumbent must demonstrate the following skills:

- Build effective partnerships in learning with parents, family and whanau to support student engagement and learning.
- Demonstrate improved effectiveness in their teaching practice through collaborative, critical teacher reflective practice.
- Accelerate the learning of underachieving learners.
- Provide and emotionally, physically, culturally and spiritually safe learning context.
- Build effective relationship with learners that promote engagement, learning and respond to learners individual learning needs.
- Effective engage in school appraisal process.

Personal Attributes

- **Confidentiality –** *Maintain strict confidentiality in regard to sensitive information.*
- **Resilience –** *Maintain effective work behaviour in the face of setbacks or pressure.*
- **Inquiring –** *Maintain an attitude of on-going inquiry into practice seeking constant improvement*

Qualifications and Experience

The incumbent would normally attain the required competencies through a combination of:
Teacher training to gain:

- A bachelor of education, or
- A degree and a trained teacher diploma, or

- Higher post-graduate qualifications and a bachelor of education/teaching degree or a trained teacher diploma or similar.

GENERAL COMMENTS

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Signed: _____ Principal

Date: _____

Signed: _____ Teacher

Date: _____