Te Kura Tuatahi o Paeroa

Shared Classroom Teaching Agreement | 2027

Kaiako Job Description – Shared Teaching Position (0.4 / 0.6 FTTE)

Ko te ako, ko te tupu ake – Together we learn, together we grow.

1. Purpose of the Position

This shared teaching position involves two kaiako working collaboratively to provide a consistent, positive and high-quality learning environment for all ākonga. One kaiako will teach two days per week (0.4 FTTE), while the other will teach three days per week (0.6 FTTE).

Both kaiako share professional responsibility for the learning, wellbeing, behaviour, assessment and progress of all ākonga in their classroom.

The success of this arrangement relies on effective communication, shared planning, consistent teaching practices and collective accountability. Although teaching days differ, *both kaiako are expected to work as one teaching team*, ensuring a seamless learning experience for ākonga and whānau.

This position operates within the expectations of the Teaching Council's Our Code, Our Standards, the relevant New Zealand curriculum framework, kura policies and professional responsibilities.

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2. Key Responsibilities

Area	Shared Expectations and Responsibilities
Curriculum and Teaching	Both kaiako will prioritise daily teaching and learning in pānui, tuhituhi and pāngarau, ensuring consistency in programmes, teaching approaches and classroom routines across all five days.
Shared Planning	Develop and maintain a shared long-term, weekly and daily planning programme. Both kaiako must have access to current planning and contribute to its implementation and review.
Assessment and Data	Share responsibility for assessment, data collection, recording, analysis and reporting. All assessment information must be recorded in agreed systems and accessible to both kaiako.
Staff Hui and Team Hui	Attend scheduled hui where practicable and as required by the kura. Where attendance is not possible due to allocated workdays, kaiako must access minutes, decisions and actions, and follow up on matters relevant to their classroom.

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Communication and Handover	Maintain clear, regular communication about learning progress, behaviour, whānau matters, classroom events and any concerns requiring follow-up.
Behaviour Management	Develop and implement one shared classroom behaviour management plan, with agreed routines, expectations, positive reinforcement strategies and responses to dysregulated behaviour.
Classroom Administration	Share responsibility for classroom organisation, stationery, resources, notices, student records, classroom events and general administration.
Kaiawhina Support	Plan and coordinate the effective use of allocated kaiawhina hours, ensuring clear timetables, learning priorities, teaching strategies and expectations.
Whānau Communication	Maintain a consistent approach to communication with whānau. Both kaiako must be informed of significant matters concerning ākonga learning, wellbeing and behaviour.
Professional Responsibilities	Work collaboratively, maintain confidentiality, participate in professional learning and uphold kura values, policies and expectations.

3. Priority Learning Areas – Pānui, Tuhituhi and Pāngarau

The three priority learning areas are to be taught consistently throughout the week, regardless of which kaiako is teaching.

Both kaiako will:

- Follow a shared weekly timetable that protects dedicated teaching time for pānui, tuhituhi and pāngarau.
- Use agreed teaching approaches, progressions, learning intentions and assessment practices.
- Ensure learning programmes continue sequentially rather than operating as two separate programmes.
- Maintain consistent grouping, differentiation and support for learners requiring additional assistance.
- Record completed learning, observations and next steps to support continuity.
- Review ākonga progress regularly and adjust teaching in response to identified needs.

Other Learning Areas: Kaiako may agree to lead different curriculum areas according to their strengths, interests and expertise. For example, one kaiako may coordinate pūtaiao and hangarau while the other leads tikanga ā-iwi and the arts. However, this division does not remove either kaiako's responsibility for the overall curriculum programme.

4. Planning, Assessment and Data Management

Both kaiako are responsible for maintaining accurate and current information about ākonga learning.

A shared planning and assessment system must include:

- Weekly planning that clearly identifies learning intentions, teaching groups, resources and assessment opportunities.
- Agreed assessment schedules and responsibilities for collecting and entering data.
- Timely recording of progress, learning needs and next teaching steps.
- Collaborative analysis of assessment information to inform teaching and interventions.
- Shared preparation of progress reports, whānau hui and learning conferences.
- Appropriate management and confidentiality of student information.

Where assessment responsibilities are divided, *both kaiako must understand the overall achievement and progress of every ākonga*.

5. Communication, Staff Hui and Team Hui

Effective communication is essential to the success of this shared position.

Both kaiako are expected to:

- Attend staff hui, team hui, professional learning and other meetings as required, *and in taking account of their employment arrangements and agreed work schedules.*
- Communicate in advance when unable to attend a scheduled hui.
- *Read minutes, notices and shared communications following any hui they cannot attend.*
- Follow up on decisions, actions or responsibilities affecting the classroom.
- Maintain a shared communication record for important information, including student learning, behaviour, attendance concerns and whānau communication.
- Establish a regular handover process between teaching days.

A minimum weekly handover is expected, using an agreed written or digital system. This should identify learning completed, next steps, significant student matters and actions requiring attention.

Urgent student wellbeing or safety matters must be communicated directly and promptly, rather than relying solely on written handover notes.

6. Shared Behaviour and Classroom Management

Both kaiako will establish and consistently implement a shared classroom behaviour and wellbeing plan.

This includes:

- Common classroom expectations, routines, boundaries and transitions.
- Consistent language and approaches to positive behaviour and restorative practices.
- Agreed strategies to support ākonga with additional learning, emotional or behavioural needs.
- Consistent recording and communication of significant behavioural incidents.
- Shared implementation and review of individual learning and behaviour support plans.
- Clear expectations for kaiawhina supporting students with additional needs.
- Communication with whānau and senior leadership when required.

Neither kaiako should introduce significant changes to established classroom routines or behaviour expectations without consultation with the other.

7. Classroom Organisation, Stationery and Administration

Both kaiako share responsibility for ensuring the classroom is organised, well resourced and ready for learning.

Responsibilities include:

- Monitoring student stationery requirements, supplies and replenishment.
- Organising and maintaining teaching resources, equipment and classroom displays.
- Managing classroom notices, permissions, trips, events and other administrative requirements.
- Maintaining accurate classroom records, including relevant attendance follow-up and student information.
- Ensuring resources and learning materials are prepared for the next teaching day.
- *Agreeing on a fair division of administrative tasks to avoid duplication or missed responsibilities.*

An agreed classroom administration checklist should be maintained and reviewed regularly.

8. Effective Utilisation of Kaiawhina Hours

Kaiawhina support must be purposefully planned to maximise its impact on ākonga learning, independence and wellbeing.

Both kaiako will:

- Develop a shared timetable identifying allocated kaiawhina hours, learning priorities and students or groups requiring support.
- Provide clear instructions, learning intentions and appropriate teaching strategies for kaiawhina to implement.
- Ensure the kaiawhina understands classroom routines, behaviour expectations and individual student support plans.
- Communicate any changes to learning programmes or student needs.
- Monitor and review the effectiveness of kaiawhina support.

- Ensure kaiawhina work under kaiako direction and supervision, with responsibility for teaching and assessment decisions remaining with the kaiako.

Priority should be given to support that strengthens learning outcomes in pānui, tuhituhi and pāngarau, alongside identified student learning and wellbeing needs.

9. Shared Responsibilities and Workload

The division of classroom responsibilities should be equitable, transparent and proportionate to each kaiako's teaching allocation, while recognising that some responsibilities are shared regardless of the number of teaching days.

The 0.6 FTTE kaiako may take a greater share of ongoing daily administration and programme coordination, while the 0.4 FTTE kaiako will have clearly defined curriculum, planning, assessment and organisational responsibilities.

Both kaiako must contribute meaningfully to classroom decisions, student progress and professional responsibilities.

The allocation of work, meeting attendance and any duties outside rostered days must be consistent with the applicable collective or individual employment agreement and agreed with the Tumuaki.

10. Professional Expectations and Accountability

Both kaiako are expected to demonstrate:

- A commitment to the kaupapa, values and vision of Te Kura Tuatahi o Paeroa.
- Respectful, open and professional communication.
- A willingness to share ideas, expertise and responsibilities.
- Consistency in classroom practice and expectations.
- Professional trust, flexibility and a solutions-focused approach.

- Collective responsibility for the achievement, engagement, safety and wellbeing of all ākonga.

Any concerns regarding the shared teaching arrangement should first be discussed professionally between kaiako. Where matters cannot be resolved, guidance and support should be sought from the Tumuaki.

11. Monitoring and Review

The shared teaching arrangement will be reviewed with the Tumuaki during the year, with particular consideration given to:

- Consistency of teaching and learning across the five-day programme.
- Student achievement and progress in pānui, tuhituhi and pāngarau.
- Effectiveness of planning, assessment, data recording and handovers.
- Consistency in behaviour management and classroom routines.
- Effectiveness of kaiawhina deployment.
- Equitable workload and professional wellbeing.
- Communication between kaiako, ākonga, whānau and kura leadership.

Adjustments may be made in consultation with both kaiako to strengthen the effectiveness of the arrangement.

Appendix A – Shared Teaching Responsibilities Agreement

To be completed collaboratively by both kaiako at the beginning of the teaching year and reviewed each term.

0.4 FTTE Kaiako (2 days)
0.6 FTTE Kaiako (3 days)

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Weekly planning and timetable:	Both Kaiako / 0.2 Kaiako / 0.6 Kaiako
Pānui programme and assessment:	Both Kaiako / 0.2 Kaiako / 0.6 Kaiako
Tuhituhi programme and assessment:	Both Kaiako / 0.2 Kaiako / 0.6 Kaiako
Pāngarau programme and assessment:	Both Kaiako / 0.2 Kaiako / 0.6 Kaiako
Other curriculum learning areas:	Both Kaiako / 0.2 Kaiako / 0.6 Kaiako
Student data recording and analysis:	Both Kaiako / 0.2 Kaiako / 0.6 Kaiako
Behaviour plan and student support:	Both Kaiako / 0.2 Kaiako / 0.6 Kaiako
Kaiawhina timetable and guidance:	Both Kaiako / 0.2 Kaiako / 0.6 Kaiako
Stationery and classroom resources:	Both Kaiako / 0.2 Kaiako / 0.6 Kaiako
Classroom administration and events:	Both Kaiako / 0.2 Kaiako / 0.6 Kaiako
Whānau communication and reporting:	Both Kaiako / 0.2 Kaiako / 0.6 Kaiako
Staff hui and team hui follow-up:	Both Kaiako / 0.2 Kaiako / 0.6 Kaiako

Allocate a lead responsibility for each area. Both kaiako remain accountable for shared classroom outcomes.

Important employment consideration: This document is intended as a kura-specific role description and shared working agreement. It will sit alongside each kaiako's individual employment agreement, or applicable collective agreement, Teaching Council requirements and kura policies. *In particular, expectations for staff hui and other duties outside rostered days should be agreed rather than assumed.*

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Our shared commitment: Two kaiako, one classroom, one consistent learning journey. The priority is that every ākonga experiences a settled, supportive and purposeful learning environment, with no interruption to their learning because of a change in kaiako during the week.

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