JOB DESCRIPTION and PERSON SPECIFICATION

DATE:	November 2026
POSITION:	Teacher (full time)
SERVICE:	Terrace Kindergarten
ADDRESS:	74 Russell Street, Alexandra
PHONE NUMBER:	03 448 7291
CURRENT OPERATING ROLL:	Children attend 9am - 3pm Current roll 30/30

Description of and involvement in the community

Terrace Kindergarten is one of seven kindergartens in the Central Otago Kindergarten area, which sit under the Kidsfirst Kindergartens umbrella.

The kindergarten is located in Alexandra. The setting is purpose built with a spacious indoor and an outdoor area that invites inquiry and exploration. Aspects of the outdoor environment reflect the local Rail Trail and the local landscape and children are able to explore and play under the natural shade of beautiful trees. The inside environment consists of smaller spaces within the larger spaces and provides opportunities for children to engage with a variety of well-considered and intentional experiences and resources.

Tamariki at Kidsfirst Kindergartens Terrace are seen as competent and learn in an environment which values and supports uninterrupted and sustainable play. There is a seamless flow between the inside and outside environment and tamariki are supported to be curious, lead their own learning and make discoveries at their own pace.

There are opportunities for children to engage with gardening experiences such as growing vegetables and herbs and picking fruit and walnuts. There are also opportunities for tamariki to form connections with and gain an understanding about their local community through regular walks and visits beyond the kindergarten gate.

Terrace Kindergarten provides care and education for up to 30 children from two to six years of age. Children from a wide geographical area attend.

This is a community with some complex family and social needs, inclusion and a social justice approach is a strong feature of this kindergarten. The children and their families attending are from a variety of cultures and nationalities.

It will be important for the successful candidate to have the ability to establish strong professional, reciprocal relationship with tamariki, whānau, external agencies and the wider community.

Curriculum Priorities

- **Tākaro – Play**
  Play is the central way children learn and make sense of their world.
  Focus: Exploration, creativity, problem-solving, self-directed learning, social competence and long un-interrupted play experiences.

- **Whanaungatanga – Connection/Relationships**

Strong, trusting relationships support well-being and learning.
Focus: Warm interactions, emotional security, partnerships with whānau and a sense of belonging within the community

- **Foundation Skills**
  These are the building blocks for lifelong learning.
  Focus: Early literacy, and language, early numeracy concepts, self-regulation, executive function, motor development, social emotional skills and independence

- **Mana Enhancing Practice**
  All interactions should uplift children's mana.
  Focus: Affirming identity, language, culture, respecting agency, responding calmly to emotions and ensuring equity.

- **Kaitiakitanga – Guardianship**
  Children learn to care for the natural world.
  Focus: Respect for Papatuanuku, sustainable practices, and caring for gardens, animals and shared resources.

- **Kotahitanga – Holistic Development**
  Children are viewed as whole beings whose learning areas are interconnected.
  Focus: Physical, social, emotional, spiritual and cognitive, supporting transitions and encouraging curiosity

- **Mohiotanga – Knowledge and Understanding**
  Children build understanding about themselves, others and their world.
  Focus: Inquiry, questioning, cultural knowledge, re-world experiences, story telling

Teachers provide an environment where children are encouraged and supported:
- To be creative
- To feel safe and secure
- To be curious
- To feel listened to
- To gain new skills

PERSON SPECIFICATIONS
Personal Attributes that would best suit the needs of the centre:

- A committed partner to Te Tiriti o Waitangi with a strong commitment to, and understanding of, bicultural practice

- The successful teacher will have a sound understanding of providing calm, intentional, inspiring learning environments, using provocations and loose parts to create rich and engaging learning opportunities for children; seeing the environment as the third teacher, in particular supporting children's learning through the arts

- Demonstrate an ability to work with and respond to children with diverse learning needs in ways that sees them included in and contributing to the programme

- Demonstrate an ability to use effective communication strategies that fosters and encourages team cohesion and collaboration.

- An intentional teacher, with an excellent working knowledge of Te Whāriki, who can demonstrate a strong understanding of and the ability to contribute to, assessment and planning supporting positive learning outcomes for tamariki.

- The ability to establish strong professional, reciprocal relationships with whānau, children and the wider learning community.
- Must have excellent verbal and written communication skills and be able to engage with a variety of audiences.
- The successful teacher will need to be able to contribute to and enact a shared vision to meet the learning needs of this unique community
- To contribute and actively support the team to provide a wise and intentional programme that ensures positive learning outcomes for all children.
- Demonstrate a strong understanding of and the ability to contribute to assessment, planning for learning and internal evaluation.
- S/he will work in collaboration with the Education Service Manager and Head Office personnel
- The successful teacher will need to be enthusiastic about continuing learning for themselves and others and be innovative in their practice.
- Demonstrate a breadth of knowledge and experience that includes children from 2 years to school entry.
- The successful teacher will be a wise, inspiring and intentional practitioner – open, responsive and reflective to new pedagogy.
- A kaiako with strengths in the principles of inclusion and social justice and who has a Tamariki rights approach and knowledge about child agency

- Demonstrate an ability to work in a sensitive manner with families with complex needs, that upholds their mana and provides them with a sense of belonging and connection.

A kaiako that demonstrates professionalism through calm responsiveness, a strong sense of team responsibility and works collaboratively with a commitment to maintaining a positive, inclusive and consistent learning culture.

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