Position Description

Head of Learning (HOL) – Te Puna Māori

Reports to:	**Principal** **Deputy Principal**
Functional Relationships:	Internal • BOT • Principal • Principal Secretary • Deputy Principal • Assistant Principal • Teaching and Non-Teaching Staff • Principal's Nominee External • Parents, family and Whānau • Support agencies
Location:	Northland College – 62 Mangakahia Road, Kaikohe
Hours of Work:	Permanent Full-time (1 FTE) 2 Permanent Units https://www.ppta.org.nz/collective-agreements/secondary-teachers-collective-agreement-stca/
Date Position Description Reviewed:	Annual Appraisal
Purpose of the Position:	• To manage the Learning Area
Performance Outcomes:	• Develop, implement and manage all aspects of the learning area in relation to learning progression for all students • Assessment data is applied to all aspects of teaching and learning • All resources including budgets to ensure high quality teaching and learning

	• Ensure appraisal is carried out effectively and in an appropriate manner • To embed effective teaching as inquiry processes and practices to ensure and raise teacher learning and effectiveness.

Key Areas of Responsibility

Areas of Accountability	Expected Outcome
• Develop, implement and manage their learning area	• Develop a learning pathway map/ and learning progression for 9 and 10 • Develop a learning pathway map/ and learning progression for years 11-13 • Design learning pathways that explicitly meet the needs of the Northland College learner • Monitor quality of teaching and learning within the learning area • Evaluate and provide teacher development programming to raise the quality and effectiveness of practice within the learning area • Gather student/ whanau voice of students experiences within their learning area • Use student and whanau voice to improve student engagement in the learning area AND the effectiveness of relationships between students and teachers, teaching programmes and pedagogy in their learning area • Ensure the school inquiry learning model is embedded in all teaching and learning programmes

• Ensure assessment information is utilised to support teaching and learning programmes and teaching practice development and effectiveness	• Track and monitor student achievement at every year level within the learning area
	• Respond to student achievement information to raise and accelerate student progress and achievement
	  ○ Design and implement intervention strategies to raise progress and achievement
	  ○ Monitor, evaluate and adapt intervention strategies to ensure raised student progress and achievement

• Develop, implement and manage Māori Performing Arts Levels 1-4	• Māori Performing Arts investigates and studies the foundation of Kapa Haka performance, with a major focus on the elementary components (wiri, takahia etc), disciplines (haka, poi etc) and the importance of costuming for the purpose of performance. • Māori Performing Arts is a University-approved subject, through the incorporation of specifically modified Dance Assessment Standards to suit the Māori Performing Arts genre of dance. All students will be required to perform full Kapa Haka brackets each year, in order to receive assessment grades to Level 4.
• Manage learning area budget and resources effectively to promote high quality teaching and learning	• Learning area budget is prioritised in alignment with the school's annual plan • Learning area budget is carefully managed to maximise student learning outcomes • Learning resources are appropriately accessioned into the department/ school and recorded on the school asset register as appropriate • Effective departmental, management/security systems and processes are established and maintained to protect, maintain and ensure maximum life and accessibility of learning resources • Learning resources are monitored and checked for maintenance and security effectively • Learning resources are available to support teaching and learning
• Collaborate with DPs (Curriculum and Personnel) to administer and implement appraisal processes for all staff in their learning area	• HOL work in collaboration with DPs (Curriculum and Personnel) to administer and implement appraisal processes for all staff in their learning area • Performance management processes are effectively in place and implemented • Growth in teacher's effectiveness is able to be evidenced through effective departmental performance management processes • Performance management systems are implemented in a timely fashion and in accordance with Northland College HR policies and procedures
• Implement/ Facilitate/ provide	• HOL effectively leads their team

guidance and support for teachers (collaboratively with HOL team) to embed effective teaching as inquiry processes and practices to ensure and raise teacher learning and effectiveness.	• HOL seeks feedback and feedforward from their team on the effectiveness of their leadership and responds to teacher feedback/ feedforward to improve learning relationship and team effectiveness • HOL observes teachers and provides effective feedback/ feedforward and support/ guidance to support teacher reflection and improved teaching performance • T as I processes/ procedures/ practices are effectively implemented on a regular basis during team meetings • Minutes of team meetings are shared with DPs (Curriculum and Personnel) and principal in a timely fashion • Minutes clearly show T as I process and deep inquiry into their practice in relation to underachieving learners • T as I processes follow a school-wide agenda • Teachers are supported to explore the beliefs the drive teacher meaning making • T as I processes/ procedures/ practices promote and support collaborative, critical teacher reflection • HOLs effectively facilitate T as I processes/ procedures/ practices in such a way that teacher learning and improvement is evidenced through raised/ accelerated student achievement outcomes
General	• HOL effectively communicates departmental and school-wide communication from Principal and DPs/ SLT to their teams • HOL ensures their team have all the information/ resources they need to provide effective teaching and learning
	• HOL works effective with their team to develop teaching programmes and learning pathways and learning progressions across and within each year levels
Policies	• Comply with all board policies
Workplace Culture	• 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.

Key Competencies

Skills

The incumbent must demonstrate the following skills:

- **Planning and Organising –** *organises and schedules events, activities and resources. Sets up and monitors timescales and plans.*
- **Communication –** *Speaks clearly, fluently and in a compelling manner to both individuals and groups. Writes in a clear and concise manner, using appropriate grammar, style and language for the reader.*
- **Leadership –** *Able to lead and manage staff. Motivates and empowers individuals and teams in order to reach organisational goals. Demonstrates a readiness to make decisions, takes initiative and originates actions.*
- **Problem Solving and Analysis –** *Analyses issues and breaks them down into their component parts. Makes systematic and rational judgements based on relevant information.*
- **Creativity and Innovation –** *Creates new and imaginative approaches and shows a willingness to question traditional assumptions.*
- **Strategic –** *Demonstrates a broad based view of issues, events and activities and perception of their longer term impact or wider implications.*

Personal Attributes

- **Confidentiality –** *Maintain strict confidentiality in regard to sensitive information.*
- **Resilience –** *Maintain effective work behaviour in the face of setbacks or pressure.*