ASHBURTON KINDERGARTENS

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2024

Teacher Job Description

TE PŪTAHI KURA PUHOU O AOTEAROA

Responsible To:		Head Teacher
Working Relationships:		Tamariki, Whānau, Teaching Team, Senior Teacher, Education Review Office, Ministry of Education, Professional Agencies, Local Schools and Kāhui Ako, General Manager
Related Documents:		Our Code Our Standards *The Teacher Job Description is underpinned by the Standards for the Teaching Profession which apply to all certificated teachers in Aotearoa NZ*
Other Related Documents:		Te Whāriki, Licensing Criteria for Early Childhood Education and Care Services 2008 (Amended March 2023), Education (Early Childhood Services) Regulations 2008, The Statement of National Education and Learning Priorities (NELP).
Nature and Scope of the Position:		The teacher is a member of the teaching team and is expected to work collaboratively with the Head Teacher and other team members to ensure the provision of quality early childhood care and education is implemented.
Delegated Authority:		The Teacher authorised to:
Area	**Key Tasks**	**Expected Outcomes**
Our Code		
	Commitment to the Teaching Profession	Maintain public trust and confidence in the teaching profession.
	Commitment to Learners	Work in the best interests of learners.
	Commitment to Families and Whānau	Respect the vital role my learners' families and whānau play in supporting their children's learning.
	Commitment to Society	Respect my trusted role in society and the influences I have in shaping futures.
Our Standards		
	Te Tiriti o Waitangi partnership	Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.
	Professional Learning	Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all leaners.
	Professional relationships	Establish and maintain professional relationships and behaviours focused on the learning and well-being of each learner.

	Learning-focused culture	Develop a culture which is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.
	Design for learning	Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identity, language and cultures.
	Teaching	Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.
Teaching Practices		
Professional & Theoretical Knowledge	Understand and implement Te Whāriki	• Demonstrate and articulate how teaching practices reflect the principles and strands of Te Whāriki. • Demonstrate a shared understanding of the goals of Te Whāriki and how these can be achieved through teaching and learning strategies.
	Assessment and planning systems	• Demonstrate a practical understanding of planning assessment and evaluation. • Engage in effective ongoing processes of assessment, planning and evaluation.
	Develop and apply effective teaching and learning strategies	• Demonstrate teaching and learning strategies that reflect the team's philosophy. • Contribute to a process of continual evaluation and reflection on teaching to identify opportunities for improved effectiveness. • Demonstrate a commitment to ongoing professional learning and development.
	Incorporate knowledge of the Te Tiriti o Waitangi, te reo and tikanga Māori into teaching and learning	• Ensure ongoing development of te reo Māori me ngā tikanga Māori is evident. • Teaching practices reflect a commitment to Te Tiriti o Waitangi.
Operations & Management	Ensure delivery of high quality care and education for all tamariki	• Implement agreed strategies to evaluate and ensure teacher performance, child safety and parental satisfaction. • Follow directions of Head Teacher to allocate human and other resources in a way that provides a consistently high standard of education to all tamariki. • Work with your HT, ST and the community to identify ways your team can excel in ECE delivery.

		• Advocate for your tamariki and whānau.
	Comply with all licensing, regulatory and policy	• Demonstrate a knowledge of licensing requirements as they relate to compliance within the set up and management of indoor and outdoor environments. • Adhere to policy requirements in all aspects of operations.
	Develop a strong identity within the wider community	• Ensure opportunities for the kindergarten to be recognised as a key member of the local community. • Promote opportunities for the tamariki to interact within and with the community. • Actively promote the professionalism of the kindergarten through developing high quality documentation.
	Strive to provide opportunities for whānau input both formal and kanohi ki te kanohi	• Foster collaborative relationships with whānau. • Work collaboratively with the Association to identify priorities for development within the kindergarten. • Encourage team and whānau to work collaboratively toward shared goals.
	Develop high quality relationships with teachers, parents, Association staff and key agency representatives	• Communicate professionally with whānau to develop a shared understanding of the philosophy and practices. • Work collaboratively with whānau to develop shared aspirations around learning goals and outcomes for tamariki. • Ensure whānau voice is actively sought and responded to. • Represent the Association positively to; the team, whānau and community.
	Understand the implications of Aotearoa New Zealand's changing cultural, social and economic context	• Work with the Association to understand key demographic changes, new research findings and the broader implications for the ECE sector. • Provide input into policy and other Association work that assists in interpreting the changing needs of communities.
	Understand and communicate the strategic plan of the Association	• Provide feedback and input into planning processes when requested to assist with effective governance.
	Maintain a clear vision of whānau expectations and adapt to changing needs	• Positively contribute to the process of seeking feedback to assess whether the operating model meets current needs. • Contribute to the process of seeking community feedback. • Work with the Association to ensure the current model

		aligns with community needs.