NELSON COLLEGE FOR GIRLS | TE KURA TAMAWĀHINE O WHAKATŪ

Overview

Title	**Kaiako**

Reporting Lines:

Reporting To	Head of Subject
Key Collaborations	Faculty Lead

Position Purpose

To provide high-quality teaching and learning that enables every ākonga to experience progress, achievement, wellbeing, and belonging. Through culturally responsive practice, strong relationships, effective teaching, and ongoing professional growth, kaiako contribute to the vision, values, and strategic priorities of Nelson College for Girls, modelling our values in their professional practice, and supporting learners to confidently succeed in their world.

Key Focus Areas

These key focus areas have been mapped against the Standards for the Teaching Profession and the PPTA Criteria for Quality Teaching.

Key Focus Areas	Outcomes
Te Tiriti o Waitangi partnership	• Learning programmes reflect the bicultural foundations of Aotearoa New Zealand. • Māori learners experience their identity, language, culture, and aspirations as valued and affirmed. • Teaching practices contribute to equitable outcomes for Māori learners. • Te reo Māori, tikanga Māori, and mātauranga Māori are incorporated in ways that are authentic and meaningful. • Relationships with whānau support learner engagement, wellbeing, and success.
Know the content and how to teach it	• Learners experience teaching that is accurate, relevant, and connected to real-world contexts. • Literacy and numeracy capabilities are strengthened within learning programmes where appropriate. • Teaching approaches reflect current evidence, effective pedagogy, and curriculum developments. • Subject expertise is maintained and applied to support learner success.

Know the learner and the learning process	• Teaching is responsive to learners' strengths, needs, interests, identities, and aspirations. • Learning experiences recognise and respond to learner diversity. • Learners are supported to develop agency, confidence, and ownership of their learning. • Barriers to participation, engagement, and achievement are identified and addressed. • High expectations are maintained for all learners.
Plan for and implement effective teaching and learning	• Learning experiences are purposeful, coherent, and well organised. • Learners are challenged, supported, and motivated to achieve their potential. • Teaching strategies are adapted in response to learner progress and need. • Learners develop the knowledge, skills, and capabilities needed for future success. • Teaching contributes to positive progress and achievement for all learners.
Create and maintain supportive and safe learning environments	• Learning environments are inclusive, respectful, and conducive to learning. • Learners experience a strong sense of belonging, safety, and wellbeing. • Positive relationships underpin expectations for learning and behaviour. • Diversity is recognised and valued within the learning environment. • Classroom practices promote participation, engagement, and success for all learners.
Assess, provide feedback, and report on learning	• Assessment information is used to inform teaching and improve learner outcomes. • Learners understand what they are learning, how they are progressing, and their next steps. • Feedback supports learner reflection, improvement, and achievement. • Progress and achievement are monitored and responded to appropriately. • Reporting provides clear and meaningful information about learner progress and achievement.
Engage in professional learning	• Professional learning contributes to improved learner outcomes. • Inquiry, reflection, and evaluation inform professional growth. • Feedback is actively sought, considered, and used to strengthen practice. • New learning is applied to improve teaching effectiveness. • Professional growth aligns with learner needs, school priorities, and emerging educational practice.
Engage in productive professional relationships	• Positive and respectful relationships support learner success and wellbeing. • Effective communication strengthens partnerships with learners, whānau, colleagues, and the wider community. • Professional expertise is shared to support collective improvement. • Collaboration contributes to a positive and high-performing professional culture. • The teacher contributes positively to the values, culture, and wider life of the school.