Te Rōhutu Whio

Kaiako Teaching Position Profile

Context:

The Rolleston area is undergoing sustained population growth which has accelerated post-quake as families relocate from Christchurch. Te Rōhutu Whio is a full primary school year 1 – 8 that opened in Term 1 2022. In shaping a vision for success, the Kaihautū and Establishment Board of Trustees, with guidance from the community, have developed preliminary vision and values which will be further refined as we work closely with our community.

Te Rōhutu Whio values the power of individuals collaborating to create richer outcomes by utilising the social, cultural, and professional capital of each individual. Importantly, our unique model of auraki english-medium, reorua bi-lingual and hangarau technology provisions needs to ensure a collaborative environment which ensures a cohesive and seamless education for all ākonga. It is vital that the kaiako teachers recognise the importance of working cooperatively to ensure the vision of the school can be achieved.

Responsible to:

Kaihautū and Leaders

Working Relationships:

Other kaiako teachers in learning spaces, Ministry of Education, Mana Whenua (Te Taumutu Rūnanga), external agencies including Mana Ake, Oranga Tamariki and Resource Teachers: Learning and Behaviour (RTLB), Kāhui Ako, Kaihautū, Board of Trustees, Team Leaders, Kaiako, Support Staff, Tamariki.

Scope:

This profile describes the outcomes required of the kaiako teaching role. Specific objectives will be negotiated annually between the kaihautū, team leaders and teaching team and recorded separately in a Performance Agreement document.

Foundation Essentials:

The kaiako teaching staff will work alongside the Kaihautū, Senior Leaders and other teachers to:

- develop the values for the new school and build an awesome culture

- develop the curriculum of the new school
- transition for ākonga and staff
- actively take part in team building to ensure a cohesive team
- be open to new learning and embrace change
- ensure every whānau feels welcome and that Te Rōhutu Whio is their place
- engage effectively with key external stakeholders to develop and enhance relationships

The Role:

The kaiako teaching role is to support others in the team to build an amazing school and to have the highest quality relationships with whānau. Our kura has Auraki English-medium, Reorua bi-lingual Māori and Hangarau technology provision so you will need to be a flexible educator.

- planning and organising differentiated learning for all ākonga
- collaborating in a professional growth cycle where you will grow, take on new learning, and be open to learning from mistakes
- co-constructing learning with whānau and tamariki, using passions to spark learning
- effective communication between all members of the kura community

The “Standards for the Teaching Profession” will apply and this document adds clarity to the outcomes defined.

Professional Practice:

1. Empowers all learners to reach their highest potential by providing high-quality teaching and leadership
2. Creates a welcoming, caring, and creative learning environment and treats everyone with respect and dignity
3. Shows integrity by acting in ways that are fair, honest, ethical and just
4. Engages in positive and collaborative relationships with learners, their families and whānau, our colleagues and the wider community

KEY CRITERIA

Whanaungatanga

You will demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership at Te Rōhutu Whio and in wider Aotearoa by:

● Understanding and recognising the unique status of tangata whenua in Aotearoa New Zealand
● Understanding and acknowledging the histories, heritages, languages and cultures of partners in Te Tiriti o Waitangi

● Practicing and developing the use of te reo and tikanga Māori

Examples of these practices include and are not limited to:

● Actively participating and growing your use of te reo Māori me ōna tikanga, ensuring that it is included in all aspects of planning and that these practices are part of day-to-day routines
● Ensuring that learning spaces are welcoming for Māori learners and show our bi-cultural heritage by the way that they are designed
● Actively ensuring that tuakana teina is happening in learning spaces and that you actively look for the potential of Māori ākonga, ensuring that they are stretched in their learning

Kotahitanga

You will use inquiry, collaborative problem-solving, and professional learning to improve professional capability to impact on the learning and achievement of all learners by:

● Inquiring into and reflecting on the effectiveness of practice in an ongoing way, using evidence from a range of sources
● Critically examining how your own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities and cultures
●
Engaging in professional learning and adaptively applying this learning in practice
● Being informed by research and innovations related to content disciplines; pedagogy; teaching for diverse learners including learners with disabilities and learning support needs; and wider education matters
● Seeking and responding to feedback from learners, colleagues and other education professionals, and harnessing the rich capital that learners bring by providing culturally responsible and engaging contexts for learners
● Being informed by national policies and priorities

Examples of these practices include and are not limited to:

● Regular kanohi ki te kanohi face to face learning conferences which are constructed to reflect aspirations, stretch in learning, and passions
● A variety of guided, action, and experiential learning as explained in the 7 Principles of Learning ● Ensuring that plans reflect differentiation for learners
● Tuakana teina using strengths and passions
● Mixed ability grouping
● Ensuring that tamariki see links between their learning and real life
● Using Te Tiriti o Waitangi in planning
● Using formative and summative assessment in real time
● Engaging in collaborative problem-solving and learning-focussed collegial discussions

Manaakitanga

You will establish and maintain professional relationships and behaviours focussed on the learning and wellbeing of each learner by:

● Engaging in reciprocal, collaborative learning-focused relationships with ākonga and whānau, teaching colleagues, support staff and other professionals
● Communicating actively with others
● Actively contributing and working collegially, in the pursuit of improving your own practice, showing leadership in your areas of responsibility
● Communicating clear and accurate assessment for learning and achievement information ● Ensuring regular hauora sessions during the day

Examples of these practices include and are not limited to:

● Regular professional development and team meetings to ensure that all teaching actions reflect current goals and tamariki needs are being differentiated
● Kanohi ki te kanohi face to face meetings, involving ākonga and responding to the aspirations of whānau
● Co-constructing ako learning plans with ākonga
● Ensuring formative and summative assessments are up to date
● Participating and contributing fully to professional growth cycles
● Participating and contributing fully to staff, team and professional development including the professional growth cycle
● Ensuring transitions are smooth eg: ensuring planning is accessible when having a release teacher or reliever in
● Communicating clearly about the learning and hauora needs of all tamariki

Kaitiakitanga

You will develop a culture which is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety by:

● Developing learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning
● Fostering trust, respect, and cooperation with and among learners so that they experience an environment in which it is safe to take risks
● Demonstrating high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs
● Managing the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural, and emotional safety
● Creating an environment where learners can be confident in their identities, languages, cultures and abilities
● Developing an environment where the diversity and uniqueness of all learners is accepted and valued ● Meeting relevant regulatory, statutory, and professional requirements

Examples of these practices include and are not limited to:

● An attractive environment which reflects bi-cultural Aotearoa New Zealand as well as celebrating cultures and passions important to ākonga
● Sharing progress and achievement progress over time with ākonga and whānau
● Planning learning experience based on specific learning needs which are complementary to cultures and passions of the ākonga

● Sharing the purpose of learning with ākonga
● Celebrating passions of ākonga and ensure they are included in planning
● Regular and honest reflections collected and discussed with ākonga with a focus on improving teaching and learning.
● Supporting ākonga to be aware of their next steps and monitoring progress as well as reporting on it
● Celebrating learning success within learning hubs, the kura, and in the wider community
● Managing equipment and resources to ensure safety and enhance engagement

Rangatiratanga

You will design learning based on curriculum and pedagogical knowledge, assessment information, and an understanding of each learner's strengths, interests, needs, identities, languages, and cultures by:

● Selecting teaching approaches, resources, and learning assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners
● Gathering, analysing and using appropriate assessment information, identifying progress and needs of learners, and designing clear next steps in learning to identify additional supports or adaptations that may be required
● Designing and planning culturally responsible, evidence-based approaches which reflect the local community and Te Tiriti o Waitangi partnership in Aotearoa New Zealand

Examples of these practices include and are not limited to:

● Provision of ako plans that reflect identity and personal needs
● Engaging ākonga in learning innovations which excite them
● Planning next steps with ākonga to keep learning interesting
● Using ākonga reflections as a guide for future planning
● Designing programmes to reflect the bi-cultural and technological priorities of Te Rōhutu Whio
● Using bi-cultural resources and technologies which enhance learning capabilities