Auckland Normal Intermediate School
Te Ipu Kura o Mataaho
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SCALE A TEACHER Job Description

Responsible to: Team Leader & Senior Leadership Team

PERSON SPECIFICATIONS

- Uphold the vision and values of ANI
- Adheres and meet Teaching council of Aotearoa New Zealand standards through the ANI Professional Growth Cycle (PGC)
- Implement the International Baccalaureate (IB) Primary Years Programme (PYP) framework in all class programmes
- Actively collaborate and participate as part of the ANI team

PRIMARY OBJECTIVES

- Model and promote collaborative relationships with students, staff and the community
- Actively engage in professional learning, open to learning conversations
- Recognise and celebrate the bi-cultural nature of Aotearoa
- Use pedagogies and implement programmes that engage and accelerate learning of all students
- Actively develop student agency so that students are able to lead their own learning

Standards for the teaching profession - Link	ELABORATION OF THE STANDARD	Quality Practice Statements (What does meeting the Standards look like at ANI?)
Te Tiriti o Waitangi partnership Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.	• Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand. • Understand and acknowledge the histories, heritages, cultures and languages of partners to Te Tiriti o Waitangi. • Practise and develop the use of te reo and tikanga Māori.	• Uphold and develop tikanga (Maori customs and etiquette) • Practise and develop the everyday use of Te Reo Maori (karakia, Te Reo, displays, word of the day) • Actively engage and model the use of karakia in daily school life (end of day, start of day, staff meetings, morning teas etc) • Actively engage in, and support learners, in Te Reo language lessons. • Explore and celebrate Maori histories and traditions (e.g. Matariki, Te Tiriti O Waitangi)

Professional learning Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.	• Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources. • Critically examine how my own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities, languages and cultures. • Engage in professional learning and adaptively apply this learning in practice. • Be 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. • Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem solving and learning focused collegial discussions.	• Active involvement and participation in PLGs, school organised meetings and drop ins etc • Utilise own expertise to the benefit of others • Active involvement in observing practise around the school and being observed to help others • Regular reflection on pedagogy and practise to set and achieve professional goals • Seek and respond to feedback from learners and colleagues • Review and share pedagogical research which informs your practise

Professional relationships
 	
Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.
	• Engage in reciprocal, collaborative learning-focused relationships with:
	  • learners, families and whānau
	  • teaching colleagues, support staff and other professionals
	  • agencies, groups and individuals in the community.
	• Communicate effectively with others.
	• Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility.
	• Communicate clear and accurate assessment for learning and achievement information.
		• Create and actively manage environment in which learners feel safe and supported e.g. classroom agreement
		• Actively contribute to the improvement of ANI strategic goals
		• Communicate clear and accurate assessment for learning and achieve
		• Share best practices in collaboration with colleagues
		• Engage with leadership opportunities
		• Communicate in a timely and effective manner
		• Build open, positive relationships with colleagues, support staff, students and whanau as well as outside agencies (e.g. RTLB), groups and individuals in the community.
		• Promote strong and ongoing inter-team relationships across ANI.

Learning-focused culture Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, safety and collaboration.	• Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning. • Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks. • Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs. • Manage the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural and emotional safety. • Create an environment where learners can be confident in their identities, languages, cultures and abilities. • Develop an environment where the diversity and uniqueness of all learners are accepted and valued. • Meet relevant regulatory, statutory and professional requirements.	• Create and actively manage an environment in which all our diverse (e.g. rainbow community) learners feel safe and supported and learning can be achieved • Use the ANI values to create an environment of respect, inclusion, empathy, collaboration and safety. • Encourage and celebrate achievements for all learners • Embody and model IB learner profiles and ANI values to inspire students • Promote values and culture through house system and student leadership initiatives • Actively support the development of the House system • Have high expectations of all learners • Engage in shared learning opportunities
Design for learning Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.	• Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners. • Gather, analyse and use appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning and to identify additional supports or adaptations that may be required. • Design and plan culturally responsive, evidence-based approaches that reflect the local community and Te Tiriti o Waitangi partnership in New Zealand. • Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners. • Design learning that is informed by national policies and priorities.	• Use the Learning Progression Framework (LPF's) to inform your classroom programme in reading, writing and maths. • Use the IB and local curriculums (Tapasā and Ka Hikitia). • Use appropriate assessment (e.g. LPFs, solo taxonomy, Seesaw etc) to help inform planning and teaching programmes in literacy and maths • Use school-wide initiatives to develop in class cultural educational experiences/opportunities (Maori Language Week, Pink Shirt Day) • Give students opportunities to share their personal expertise with others and engage in context for learning. • Actively contribute to inter-team, cross-team and year group planning

Teaching Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.	• Teach in ways that ensure all learners are making sufficient progress, and monitor the extent and pace of learning, focusing on equity and excellence for all. • Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori. • Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners. • Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning. • Teach in ways that enable learners to learn from one another, to collaborate, to self-regulate and to develop agency over their learning. • Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning.	• Be open to feedback from colleagues, students and whanau • Adapt and consider external influences for the context of learning for students (e.g. Covid 19, current affairs) • Explore and use a range of differentiation strategies to meet the needs of all learners (e.g. hands on learning, extension classes, learning through arts) • Teach in ways which enable learners to learn from one another, to collaborate, to self regulate and to develop agency over their learning. • Provide opportunities for learners to make connections and apply their learning across all different ANI contexts (e.g. using measurement maths skills in food tech) • Give learners regular feedback and assessment information to give them agency over their own learning (e.g. solo taxonomy rubric, LPF's)