LEARNING. CONTRIBUTING. FLOURISHING.

Job Description and Performance Agreement 2023

TAI TIMU TEAM (Y1, Y2, Y3)

JOB TITLE	Registered Teacher with current Practicing Teacher Certificate
SALARY SCALE	Base Scale
STATUS	Fixed-Term; Fulltime 1.0FTTE
RESPONSIBLE FOR	TBC
RESPONSIBLE TO	Principal and Team Leaders
RESPONSIBILITIES	TBC

FUNCTION

To work collaboratively with the Principal, staff members, the Board, and in the spirit of the school's charter and policy, to provide a highly effective educational environment for the benefit of students and their families and whānau.

UNDERPINNING VALUES
Education Council

Whakamana Empowering all learners to reach their highest potential by providing high-quality teaching and leadership.
Manaakitanga Creating a welcoming, caring and creative learning environment that treats everyone with respect and dignity.
Pono Showing integrity by acting in ways that are fair, honest, ethical and just.
Whanaungatanga Engaging in positive and collaborative relationships with our learners, their families and whānau, our colleagues and the wider community.

CODE OF PROFESSIONAL RESPONSIBILITY
Education Council

Commitment to learners
Commitment to families and whānau
Commitment to society
Commitment to the teaching profession

STANDARDS FOR THE TEACHING PROFESSION
Teaching Council

To demonstrate levels of expertise in the six standards over a three year period in order to maintain a Practicing Teacher Certificate, namely:

1. Teaching
2. Te Tiriti o Waitangi partnership
3. Professional learning
4. Professional relationships
5. Learning-focused culture
6. Design for learning

PROFESSIONAL STANDARDS

To annually meet the standards for a fully registered teacher as outlined in the Primary Teachers Collective Agreement (2019 - 2022) so that attestation can be made in relation to pay progression.

TĀTAIAKO

To enhance Māori learners achieving education success as Māori.

TAPASĀ

To enhance the education success of Pasifika learners.

INCLUSIVE EDUCATION

To provide an inclusive curriculum to ensure progress and achievement for all children.

This matrix outlines links between Our Standards, Prof. Stds, Tātaiako & Tapasā

REFLECTIVE DOC To reflect, self-evaluate and show evidence relating to the Teaching Council's Standards, Professional Standards, and Tātaiako and Tapasā Cultural Competencies. This doc will contain information and commentary relating to the linked elements of the Professional Growth Cycle detailed below. Focus is on analysis, interpretation and understanding of evidence that links to the Standards, schoolwide goals, and individual strengths.

PROFESSIONAL GROWTH CYCLE

TEACHING AS INQUIRY: Collaborative learning, development and growth focus

- Leading Local Curriculum Through Learner and Teacher Agency
- Pedagogical Approaches to Mathematics
- Assessment, Analysis and Evaluation
- Approaches to raising the achievement of identified target students.
- Ka Hikitia: Building on work we have done in assisting Māori to succeed as Māori.

PEER REVIEW (by negotiation and ongoing throughout the year)

- **4-minute Walkthroughs:** (i) Teachers give feedback to each other about a specific and predefined aspect of their class programme; (ii) teachers learn from their colleagues as they spend brief periods of time in other classes (iii) one walk through per term with each to be conducted by a different colleague.
- **Pair-Share:** Team-based sharing that builds knowledge and understanding of ways in which other teachers are working to foster engagement and learning.
- **Meet in various classrooms:** (i) Team meetings to be held in a range of classrooms, as this provides a backdrop for further questions, discussions and wonderings; (ii) staff meetings to be held in classrooms from time to time so that teachers are able to gain a sense of what learning looks like at different levels.
- **Planning conversations:** (i) In conjunction with a buddy or team, share the way planning supports deliberate acts of teaching and the impact on progress and engagement; sample of planning relevant to teaching as inquiry and other supporting documentation discussed with the principal.

QUALITY PRACTICES

- What quality practices do we use in our setting that connect with a specific standard?
- What evidence do we use that demonstrates these quality practices?
- Elaboration of what you do that indicates commitment to these practices and/or goes beyond them.

SUMMARY REPORT

- After a review of documentation and evidence, this report states whether your practice meets each of the standards. If documentation or evidence is somewhat 'light' in a specific Standard, a professional leader will offer other options, for example observations, student progress discussions, additional four-minute walk throughs or feedback.

Tainui School
Te Kura o Tainui

Code of Conduct for Kaiako / Teachers

The Education and Training Act 2000 states in s5 that the education and learning objectives for early childhood education, primary education, and secondary education are:

1. to help each child and young person attain their educational potential; and
2. to promote the development, in each child and young person, of the following abilities and attributes:
   (i) resilience, determination, confidence, and creative and critical thinking:
   (ii) good social skills and the ability to form good relationships:
   (iii) participation in community life and fulfillment of civic and social responsibilities:
   (iv) preparedness for work; and
3. to instill, in each child and young person, an appreciation of the importance of:
   (i) the inclusion of different groups and persons with different personal characteristics:
   (ii) diversity, cultural knowledge, identity, and the different official languages:
   (iii) Te Tiriti o Waitangi and te reo Māori.

The following standards apply to all registered teachers regardless of their position.

A. Professional Values and Relationships

Teachers should:

- ➔ be caring, fair and committed to the best interests of the akonga entrusted to their care, and seek to motivate, inspire and celebrate effort and success
- ➔ acknowledge and respect the uniqueness, individuality and specific needs of akonga and promote their holistic development
- ➔ be committed to equality and inclusion and to respecting and accommodating diversity including those differences arising from gender, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, membership of the Traveller community and socio-economic status, and any further grounds as may be referenced in equality legislation in the future
- ➔ seek to develop positive relationships with akonga, colleagues, parents, colleagues, whānau, school management and others in the school community, that are characterised by professional integrity and judgment
- ➔ work to establish and maintain a culture of mutual trust and respect in their schools.

B. Professional Integrity

Teachers should:

- ➔ act with honesty and integrity in all aspects of their work
- ➔ respect the privacy of others and the confidentiality of information gained in the course of professional practice, unless a legal imperative requires disclosure or there is a legitimate concern for the wellbeing of an individual
- ➔ represent themselves, their professional status, qualifications and experience honestly
- ➔ use their name/names as set out in the Register of Teachers, in the course of their professional duties
- ➔ avoid conflict between their professional work and private interests which could reasonably be deemed to impact negatively on akonga.

C. Professional Conduct

Teachers should:

- ➔ uphold the reputation and standing of the profession
- ➔ take all reasonable steps in relation to the care of akonga under their supervision, so as to ensure their safety and welfare
- ➔ work within the framework of relevant legislation and regulations
- ➔ comply with agreed national and school policies, procedures and guidelines which aim to promote akonga education and welfare and child protection
- ➔ report, where appropriate, incidents or matters which impact on akonga welfare
- ➔ communicate effectively with akonga, colleagues, parents, caregivers, whānau, school management and others in the school community in a manner that is professional, collaborative and supportive, and based on trust and respect
- ➔ ensure that any communication with akonga, colleagues, parents, caregivers, whānau, school management and others is appropriate, including communication via electronic media, such as e-mail, texting and social networking sites
- ➔ ensure that they do not knowingly access, download or otherwise have in their possession while engaged in school activities, inappropriate materials/images in electronic or other format
- ➔ ensure that they do not knowingly access, download or otherwise have in their possession, illicit materials/images in electronic or other format
- ➔ ensure that they do not practise while under the influence of any substance which impairs their fitness to teach.

D. Professional Practice

Teachers should:

- ➔ maintain high standards of practice in relation to akonga learning, planning, monitoring, assessing, reporting and providing feedback
- ➔ apply their knowledge and experience in facilitating holistic development of akonga
- ➔ plan and communicate clear, challenging and achievable expectations for akonga
- ➔ create an environment where akonga can become active agents in the learning process and develop lifelong learning skills
- ➔ develop teaching, learning and assessment strategies that support differentiated learning in a way that respects the dignity of all akonga
- ➔ inform their professional judgment and practice by engaging with, and reflecting on, akonga development, learning theory, pedagogy, curriculum development, ethical practice, educational policy and legislation
- ➔ in a context of mutual respect, be open and responsive to constructive feedback regarding
- ➔ their practice and, if necessary, seek appropriate support, advice and guidance
- ➔ act in the best interest of pupils/students.

E. Professional Development

Teachers should:

- ➔ take personal responsibility for sustaining and improving the quality of their professional
- ➔ practice by:
    - actively maintaining their professional knowledge and understanding to ensure it is current
    - reflecting on and critically evaluating their professional practice, in light of their professional knowledge base
    - availing of opportunities for career-long professional development.

F. Professional Collegiality and Collaboration

Teachers should:

- ➔ work with teaching colleagues and student teachers in the interests of sharing, developing and supporting good practice and maintaining the highest quality of educational experiences for akonga
- ➔ work in a collaborative manner with akonga, parents/guardians, whānau, school management, other members of staff, relevant professionals and the wider school community, as appropriate, in seeking to effectively meet the needs of akonga
- ➔ cooperate with statutory and public non-statutory educational and support services, as appropriate
- ➔ engage with the planning, implementation and evaluation of curriculum at classroom and school level.

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