

# TEACHER JOB DESCRIPTION 2017

**PURPOSE:** To be an effective Classroom Teacher at KingsWay School by demonstrating the following:

## PROFESSIONAL RELATIONSHIPS AND PROFESSIONAL VALUES

Fully certified teachers engage in appropriate professional relationships and demonstrate commitment to professional values.

### Criteria 1: Establish and maintain effective professional relationships focused on the learning and well-being of akonga/learners

**Whanaungatanga:** Actively engages in respectful working relationships with akonga/learners, parents, whanau/family, hapu/iwi/community, with high expectations

| PTC Indicators  | KWS Key Responsibilities  | Evidence   |
|---|---|--|
| i. engage in ethical, respectful, positive and collaborative professional relationships with: <ul style="list-style-type: none"> <li>• ākonga/learners</li> <li>• teaching colleagues, support staff and other professionals</li> <li>• whānau and other carers of ākonga               <ul style="list-style-type: none"> <li>• agencies, groups and individuals in the community</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Uphold the school’s vision and values</li> <li>• Adhere to He Awhina Nga Tangata</li> <li>• Model and promote positive and constructive relationships in line with Effective Teaching and Learning Practices at KWS</li> <li>• Communicate regularly, constructively and in a timely manner that promotes a strong partnership between the teacher, students, parents/whanau</li> <li>• Value team work, collaborate with others within and across teams</li> <li>• Share knowledge, skills and resources</li> </ul> | Teaching Inquiry<br>PLGs<br>PD<br>Observations and Feedback<br>Student Voice |

### Criteria 2: Demonstrate commitment to promoting the well-being of all akonga/learners

**Manaakitanga:** Demonstrates integrity, sincerity and respect towards Maori and others’ beliefs, languages and cultures

| PTC Indicators  | KWS Key Responsibilities   | Evidence                                   |
|---|--|--|
| i. take all reasonable steps to provide and maintain a teaching and learning environment that is physically, socially, culturally and emotionally safe<br><br>ii. acknowledge and respect the languages, heritages and cultures of all akonga/learners<br><br>iii. comply with relevant regulatory and statutory requirements | <ul style="list-style-type: none"> <li>• Know your students ‘inside out’; be responsive to each student both personally and as akonga/learners</li> <li>• Display, promote and model the school’s vision and values</li> <li>• Know about, follow and display, as appropriate, the school’s policies and procedures</li> <li>• Run a class programme that is responsive to the cultures, backgrounds and needs of the students</li> <li>• Acknowledge, respect and encourage student voice, their perspectives and values</li> </ul> | Observations and Feedback<br>Student voice |

### Criteria 3. Demonstrate commitment to bicultural partnership in Aotearoa New Zealand

**Tangata whenuatanga:** Affirms Maori akonga/learners as Maori - provides contexts for learning where the identity, language and culture (cultural locatedness) of Maori akonga/learners and their whanau/families is affirmed.

| PTC Indicators  | KWS Indicators  | Evidence  |
|---|---|---|
| i. demonstrate respect for the heritages, languages and cultures of both partners to the Treaty of Waitangi | <ul style="list-style-type: none"> <li>Implement a classroom programme that promotes understanding of the unique bi-cultural heritage of New Zealand, Aotearoa</li> <li>Explore, recognise and celebrate Maori identity, language and culture, including making good use of local expertise and the local context</li> <li>Know how to engage Maori students in learning and apply this knowledge in working with other students</li> <li>Value what Maori students bring to each learning experience and take an interest in what they already know (prior knowledge)</li> </ul> | <a href="#">Teaching Inquiry PLGs</a><br><a href="#">PD</a><br><a href="#">Observations and Feedback</a><br><a href="#">Student Voice</a> |

### Criteria 4. Demonstrate commitment to ongoing professional learning and development of personal professional practice

**Ako:** Takes responsibility for their own learning and that of other akonga/learners

| PTC Indicators   | KWS Indicators  | Evidence  |
|--|---|---|
| i. identify professional learning goals in consultation with colleagues<br>ii. participate responsively in professional learning opportunities within the learning community<br>iii. initiate learning opportunities to advance personal professional knowledge and skills | <ul style="list-style-type: none"> <li>Take responsibility for keeping up to date with best practice including the Effective Teaching and Learning Practices KWS</li> <li>Actively engage in the school's coaching programme with a view to improving teaching practice and accelerating student progress and achievement</li> <li>Integrate 'teaching as inquiry' principles and practices PLDs to improve teaching practice and accelerate student progress and achievement</li> <li>Actively engage in professional, 'open to learning' conversations</li> <li>Be prepared to critique my practice: engage in self-reflective, evidence based learning; be solutions-focussed</li> </ul> | <a href="#">Teaching Inquiry PLGs</a><br><a href="#">PD</a><br><a href="#">Observations and Feedback</a><br><a href="#">Student Voice</a> |

### Criteria 5: Show leadership that contributes to effective teaching and learning

**Wānanga:** Participates with akonga/learners and communities in robust dialogue for the benefit of akonga/learners' progress and achievement

| PTC Indicators   | KWS Indicators   | Evidence  |
|--|--|---|
| i. actively contribute to the professional learning community<br>ii. undertake areas of responsibility effectively | <ul style="list-style-type: none"> <li>Contribute to curriculum and pedagogical developments in the school</li> <li>Be prepared to take on leadership roles and responsibilities</li> <li>Share knowledge, skills and resources</li> </ul> | <a href="#">Leadership and other Responsibilities /involvement</a><br><a href="#">Student voice</a> |

|  |  |  |
|--|--|--|
|  | <ul style="list-style-type: none"> <li>Actively engage in professional, 'open to learning conversations' with learners, staff, parents and whanau</li> <li>See conflict and differences of opinion as opportunities to learn; manage them constructively (operate 'above the line')</li> </ul> |  |
|--|--|--|

## PROFESSIONAL KNOWLEDGE IN PRACTICE

**Fully certified teachers use of their professional knowledge and understanding to build a stimulating, challenging and supportive learning environment that promotes learning and success for all akonga/learners**

### Criteria 6: Conceptualise, plan and implement an appropriate learning programme

Ako: Takes responsibility for their own learning and that of other akonga/learners

| PTC Indicators   | KWS Indicators   | Evidence  |
|--|--|---|
| <p>i. articulate clearly the aims of their teaching, give sound professional reasons for adopting these aims, and implement them in their practice</p> <p>ii. through their planning and teaching, demonstrate their knowledge and understanding of relevant content, disciplines and curriculum documents</p> | <ul style="list-style-type: none"> <li>Use the KWS Curriculum and work collaboratively to plan an appropriate classroom programme</li> <li>Make learning relevant and authentic</li> <li>Ensure all students experience ongoing success</li> <li>Ensure students are able to discuss what they are learning why they are learning it, their next steps and how they will achieve them in line with our AfL (Assessment for Learning) matrix</li> <li>Integrate the KWS Key Competencies into the classroom programme and deliberately build students' capabilities</li> <li>Deliberately use the Effective Teaching and Learning KWS Practices to engage learners and meet their learning needs</li> </ul> | <p>Teaching Inquiry<br/>Observations and Feedback<br/>Student Voice</p> |

### Criteria 7: Promote a collaborative, inclusive and supportive learning environment

Manaakitanga: Demonstrates integrity, sincerity and respect towards Maori and others' beliefs, languages and cultures

| PTC Indicators   | KWS Indicators  | Evidence   |
|--|---|--|
| <p>i. demonstrate effective management of the learning setting which incorporates successful strategies to engage and motivate learners</p> <p>ii. foster trust, respect and cooperation with and among learners</p> | <ul style="list-style-type: none"> <li>Create an inclusive environment with the students where they support and care for each other, value each other's perspectives and ideas and work as a team</li> <li>Care about the students and speak positively about them and their learning</li> <li>Create a classroom environment where students can take risks with their learning and see mistakes as learning opportunities</li> </ul> | <p>Observations and Feedback<br/>Student voice</p> |

### Criteria 8: Demonstrate in practice their knowledge and understanding of how learners learn

Ako: Takes responsibility for their own learning and that of other akonga/learners

| PTC Indicators  | KWS Indicators   | Evidence  |
|---|--|---|
| <p>i. enable learners to make connections between their prior experiences and learning and their current learning activities</p> <p>ii. provide opportunities and support for learners to engage with, practise and apply new learning to different contexts</p> <p>iii. encourage learners to take responsibility for their own learning and behaviour</p> <p>iv. assist learners to think critically about information and ideas and to reflect on their learning</p> | <p>Deliberately use the Effective Teaching and Learning KWS Practices to engage learners and meet their learning needs:</p> <ul style="list-style-type: none"> <li>• Culture of Inquiry</li> <li>• Assessment for Learning (AfL)</li> <li>• Relationships</li> <li>• Environment</li> <li>• Differentiation</li> </ul> | <p>Teaching Inquiry<br/>PLGs<br/>PD<br/>Observations and Feedback<br/>Student Voice</p> |

### Criteria 9: Respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of learners

Tangata whenuatanga: Affirms Maori akonga/learners as Maori - provides contexts for learning where the identity, language and culture (cultural locatedness) of Maori akonga/learners and their whanau/families is affirmed.

| PTC Indicators   | KWS Indicators   | Evidence  |
|--|--|---|
| <p>i. demonstrate knowledge and understanding of social and cultural influences on learning, by working effectively in the bicultural and multicultural contexts of learning in Aotearoa New Zealand</p> <p>ii. select teaching approaches, resources, technologies and learning and assessment activities that are inclusive and effective for diverse learners</p> <p>iii. modify teaching approaches to address the needs of individuals and groups of learners</p> | <ul style="list-style-type: none"> <li>• Know your students 'inside out'</li> <li>• Model and promote differentiation practices in line with Effective Teaching and Learning Practices at KWS</li> <li>• Continually adapt and modify activities, resources and technologies in order to engage students in and scaffold their learning</li> <li>• Use a range of strategies to ensure student voice in co-constructing what and how they learn</li> </ul> | <p>PLD Record<br/>Observations and Feedback<br/>Student voice</p> |

### Criteria 10: Work effectively within the bicultural context of Aotearoa New Zealand

Tangata whenuatanga: Affirms Maori akonga/learners as Maori - provides contexts for learning where the identity, language and culture (cultural locatedness) of Maori akonga/learners and their whanau/families is affirmed.

| PTC Indicators  | KWS Indicators  | Evidence   |
|---|---|--|
| <p>i. practise and develop the relevant use of Te Reo Māori (language) and Maori tikanga (culture) in context</p> | <ul style="list-style-type: none"> <li>• Use Te Reo and encourage students to speak Te Reo - use the correct pronunciation and common vocabulary</li> </ul> | <p>Observations and Feedback<br/>Student voice</p> |

|  |   |  |
|--|---|--|
| <p>ii. specifically and effectively address the educational aspirations of Māori learners, displaying high expectations for their learning</p> | <ul style="list-style-type: none"> <li>• Engage with Maori tikanga and seek opportunities to incorporate it into classrooms</li> <li>• Know how to engage Maori students in learning and apply this knowledge in working with other students</li> <li>• Value what Maori students bring to each learning experience and take an interest in what they already know (prior knowledge)</li> </ul> |  |
|--|---|--|

**Criteria 11:** Analyse and appropriately use assessment information, which has been gathered formally and informally  
Wānanga: Participates with akonga/learners and communities in robust dialogue for the benefit of akonga/learners' progress and achievement

| PTC Indicators   | KWS Indicators   | Evidence  |
|--|--|---|
| <p>i. analyse assessment information to identify progress and ongoing learning needs of learners</p> <p>ii. use assessment information to give regular and ongoing feedback to guide and support further learning</p> <p>iii. analyse assessment information to reflect on and evaluate the effectiveness of the teaching</p> <p>iv. communicate assessment and achievement information to relevant members of the learning community</p> <p>v. foster involvement of whānau in the collection and use of information about the learning of learners</p> | <ul style="list-style-type: none"> <li>• Understand and confidently use data when working in teams</li> <li>• Actively participate in assessment and moderation processes to ensure data are accurate and valid</li> <li>• Understand and apply the principles and practices of 'teaching as inquiry'</li> <li>• Follow the KWS inquiry model</li> <li>• Focus on inquiring into students learning/outcomes as well as teacher practice</li> <li>• Maximise opportunities e.g. three way conferences, parent meetings to build a shared understanding of student progress, achievement, next steps and how to achieve them</li> <li>• Ensure data entries are accurate and up to date and that all reports are professionally completed in line with school guidelines and timeframes</li> </ul> | <p>Teaching Inquiry<br/> PLGs<br/> PD<br/> Observations and Feedback<br/> Student Voice</p> |

**Criteria 12:** Use critical inquiry and problem-solving effectively in their professional practice

| PTC Indicators   | KWS Indicators  | Evidence   |
|--|---|--|
| <p>i. systematically and critically engage with evidence and professional literature to reflect on and refine practice</p> <p>ii. respond professionally to feedback from members of their learning community</p> <p>iii. critically examine their own beliefs, including cultural beliefs, and how they impact on their professional practice and the achievement of learners</p> | <ul style="list-style-type: none"> <li>• Have an open to learning mind set</li> <li>• Reflect on classroom practice in an ongoing and evaluative way</li> <li>• Commit to making ongoing improvements to practice</li> <li>• Change and adapt current practice in response students' needs and new evidence and research</li> <li>• Use expertise from within and outside of the school to support new learning</li> <li>• Be prepared to be challenged, be open to feedback</li> </ul> | <p>Teaching Inquiry<br/> PLGs<br/> PD<br/> Observations and Feedback<br/> Student Voice<br/> Leadership and other responsibilities/involvement</p> |