



WHANGAPARAOA COLLEGE

JOB DESCRIPTION

POSITION: Teacher

A GENERAL STATEMENT OF RESPONSIBILITIES

OBJECTIVE	EXPECTED OUTCOMES
1. Establish and maintain effective professional relationships focused on the learning and well-being of all akonga.	i. Engage in ethical, respectful, positive and collaborative professional relationships with: <ul style="list-style-type: none"> • akonga • teaching colleagues, support staff and other professionals • whanau and other carers of akonga • agencies, groups and individuals in the community.
2. Demonstrate commitment to promoting the well-being of all akonga.	i. Take all reasonable steps to provide and maintain a teaching and learning environment that is physically, socially, culturally and emotionally safe. ii. Acknowledge and respect the languages, heritages and cultures of all akonga. iii. Comply with relevant regulatory and statutory requirements.
3. Demonstrate commitment to bicultural partnership in Aotearoa New Zealand.	i. Demonstrate respect for the heritages, languages and cultures of both partners to the Treaty of Waitangi.
4. Demonstrate commitment to ongoing professional learning and development of personal professional practice.	i. Identify professional learning goals in consultation with colleagues. ii. Participate responsively in professional learning opportunities within the learning community. iii. Initiate learning opportunities to advance personal professional knowledge and skills
5. Show leadership that contributes to effective teaching and learning.	i. Actively contribute to the professional learning community. ii. Undertake areas of responsibility effectively.
6. Conceptualise, plan and implement an appropriate learning programme	i. Articulate clearly the aims of their teaching, give sound professional reasons for adopting these aims, and implement them in their practice. ii. Through their planning and teaching, demonstrate their knowledge and understanding of relevant content. iii. Disciplines and curriculum documents.
7. Promote a collaborative, inclusive and supportive learning environment.	i. Demonstrate effective management of the learning setting which incorporates successful strategies to engage and motivate akonga. ii. Foster trust, respect and cooperation with and among akonga.

<p>8. Demonstrate in practice their knowledge and understanding of how akonga learn.</p>	<p>iii. Enable akonga to make connections between their prior experiences and learning and their current learning activities.</p> <p>iv. Provide opportunities and support for akonga to engage with, practise and apply new learning to different contexts.</p> <p>v. Encourage akonga to take responsibility for their own learning and behaviour.</p> <p>vi. Assist akonga to think critically about information and ideas and to reflect on their learning.</p>
<p>9. Respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of akonga.</p>	<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 akonga.</p> <p>iii. Modify teaching approaches to address the needs of individuals and groups of akonga.</p>
<p>10. Work effectively within the bicultural context of Aotearoa New Zealand.</p>	<p>i. Practise and develop the relevant use of te reo Maori me nga tikanga-a-iwi in context.</p> <p>ii. Specifically and effectively address the educational aspirations of akonga4 Maori, displaying high expectations for their learning.</p>
<p>11. Analyse and appropriately use assessment information, which has been gathered formally and informally.</p>	<p>i. Analyse assessment information to identify progress and ongoing learning needs of akonga.</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 whanau in the collection and use of information about the learning of akonga.</p>
<p>12. Use critical inquiry and problem solving effectively in their professional practice.</p>	<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 akonga.</p>

PROFESSIONAL RELATIONSHIPS AND PROFESSIONAL VALUES

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

PROFESSIONAL KNOWLEDGE IN PRACTICE

Fully registered teachers make use of their professional knowledge and understanding to build a stimulating, challenging and supportive learning environment that promotes learning and success for all akonga.

In this document, the term akonga has been chosen to be inclusive of all learners in the full range of settings, from early childhood to secondary and beyond, where the Registered Teacher Criteria apply. Akonga refers to all learners in the full range of settings where the Registered Teacher Criteria apply.

Appraisal of performance for this job description is against the Secondary Teacher Professional Standards and employment is under the terms and conditions of the Secondary Teachers Collective Agreement.

Job description for Teacher, agreed between

Teacher; _____ Signed: _____;

Steve McCracken; Principal; _____; Date: _____

Signed by: Minerva Taguas (ReadyEmploy), on Wednesday, March 6, 2024, 1:40:10 AM
(UTC)
Wednesday, March 6, 2024 2:40:10 PM (UTC)

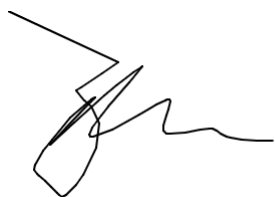
A handwritten signature in black ink, appearing to be a stylized 'M' or 'T' followed by a horizontal stroke.

Signed by: Steve McCracken (Principal), on Monday, May 6, 2024, 7:23:58 PM (UTC)
Tuesday, May 7, 2024 7:23:58 AM (UTC)

A handwritten signature in black ink, appearing to be 'SM', located below the text.

Signed by: Steve McCracken (Principal), on Wednesday, June 12, 2024, 1:50:26 AM (UTC)

Wednesday, June 12, 2024 1:50:26 PM (UTC)

A handwritten signature in black ink, appearing to be 'Steve McCracken', written over a faint, illegible background.

Signed by: Steve McCracken (Principal), on Thursday, June 20, 2024, 1:19:48 AM (UTC)

Thursday, June 20, 2024 1:19:48 PM (UTC)

A handwritten signature in black ink, appearing to be 'SM', with a long horizontal line extending to the right.