



# WHANGAPARAOA COLLEGE

## JOB DESCRIPTION

**POSITION:** Teacher (Unit Holder)

### 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"> <li>• akonga</li> <li>• teaching colleagues, support staff and other professionals</li> <li>• whanau and other carers of akonga</li> <li>• agencies, groups and individuals in the community.</li> </ul> |
| 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.<br>ii. Acknowledge and respect the languages, heritages and cultures of all akonga.<br>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.<br>ii. Participate responsively in professional learning opportunities within the learning community.<br>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.<br>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.<br>ii. Through their planning and teaching, demonstrate their knowledge and understanding of relevant content.<br>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.<br>ii. Foster trust, respect and cooperation with and among akonga.   |
| 8. Demonstrate in practice their knowledge and   | i. Enable akonga to make connections between  |

|   |  |
|---|--|
| understanding of how akonga learn.  | <p>their prior experiences and learning and their current learning activities.</p> <p>ii. Provide opportunities and support for akonga to engage with, practise and apply new learning to different contexts.</p> <p>iii. Encourage akonga to take responsibility for their own learning and behaviour.</p> <p>iv. Assist akonga to think critically about information and ideas and to reflect on their learning.</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>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>  |
| 10. Work effectively within the bicultural context of Aotearoa New Zealand.   | <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>  |
| 11. Analyse and appropriately use assessment information, which has been gathered formally and informally.  | <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> |
| 12. Use critical inquiry and problem solving effectively in their professional practice.  | <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>   |
| 13. Resource Management.  | <p>i. Effectively and efficiently use available resources, including financial resources and assets, within delegated authorities, to support learning outcomes for students.</p>  |
| 14. Staff & Student Management.   | <p>i. Represent and communicate effectively, to a</p>  |

|   |  |
|---|--|
|   | <p>range of audiences, the goals and tasks of the department, faculty or area of responsibility.</p> <p>ii. Participate in and where appropriate contribute to the school's performance management system.</p> <p>iii. Provide effective advice and guidance to other members of the staff.</p> <p>iv. Monitor teacher/student relationships and provide advice and support when required.</p> <p>v. Communicate effectively with students and staff.</p>  |
| 15. Professional Leadership.  | <p>i. Understand the aims of and display competence in the area of responsibility.</p> <p>ii. Provide professional leadership to staff within the delegated area(s) of responsibility.</p> <p>iii. Make constructive contributions, where applicable, to the management of the school.</p> <p>iv. Demonstrate a high level of awareness of educational developments and changes, particularly in the area(s) of responsibility.</p> <p>v. Undertake appropriate professional development to enhance individual expertise in areas of management, administration and education.</p> <p>vi. Identify and act on opportunities for improving teaching and learning.</p> <p>vii. Ensure that procedures for making decisions in the area of responsibility are consistent with national guidelines and with the school's policies.</p> <p>viii. Ensure that changing social and cultural factors affecting the school's community are reflected in the policies and programmes of the delegated area(s) of responsibility.</p> <p>ix. Foster positive relationships between the school and all sectors of the community.</p> |
| <b>PROFESSIONAL RELATIONSHIPS AND PROFESSIONAL VALUES</b><br>Fully registered teachers engage in appropriate professional relationships and demonstrate commitment to professional values.  |  |
| <b>PROFESSIONAL KNOWLEDGE IN PRACTICE</b><br>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: Steve McCracken (Principal), on Sunday, April 14, 2024, 7:25:44 PM (UTC)  
Monday, April 15, 2024 7:25:44 AM (UTC)

A handwritten signature in black ink, appearing to be 'SM' followed by a horizontal line.