



Teacher Job Description- October 2015

Professional relationships and professional values

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

1. Establish and maintain effective professional relationships focused on the learning and well being of all akonga/learners.

Reflective question- what do I do to establish working relationships with my akonga, their whānau and colleagues and others to support the learning I teach?

Teachers will:

- Engage in meaningful, reciprocal conversations with all akonga,
- Actively listen with all those involved in the early childhood service,
- Spend time programme planning with colleagues, families/whānau, and other professionals when relevant,
- Listen and respond to 'child voice' including this in programme planning
- Have respectful working relationships with Māori learners and their whānau, hapū and iwi which enhance Māori learner achievement. (Ref. Tātaiako-Whanaungatanga, (1))

2. Demonstrate commitment to promoting the well being of all akonga

Reflective question- how do I show in my practice that I actively promote the well being of all akonga for who I am responsible?

Teachers will:

- Programme plan following child strengths and interests, reflecting on the WHOLE child according to the ecological model of Bronfenbrenner (Te Whāriki)
- Know and practice the Centre Mission statement of the holistic approach to child learning: PICLESS,
- Be familiar with and able to refer to the ECE regulations and licensing criteria
- Incorporate Māori culture (including tikanga-ā-iwi) in curriculum delivery and design processes. (Tātaiako-Manaakitanga, (4))

3. Demonstrate commitment to bicultural partnership in Aotearoa New Zealand

Reflective questions:

How do I reflect in my professional work respect for the cultural heritages of both Treaty partners in Aotearoa New Zealand?

Teachers will:

- Be familiar and practice things Māori according Partnership, Protection, Participation relative to founding document of Aotearoa (Te Tiriti o Waitangi),
- Increase spoken use of te reo Māori within the teaching environment,
- Respect tikanga Māori practice and ethos of the early learning centre

- Encourage the use of local Māori contexts (such as whakapapa, environment, tikanga, language) to support Māori learner's learning. (Tātaiako- Tangata Whenuatanga, (3))
4. Demonstrate commitment to on going professional learning and development of personal professional practice.

Reflective question:

How do I continue to advance my professional learning as a teacher?

Teachers will:

- Identify personal goals and so align relevant PLD (Professional Learning & Development) to attend,
- Document relevant learning aspects of the PLD attended, reflecting on it's usefulness to Centre or personal teaching practice,
- Consciously plan and use pedagogy that engages Māori learners and cater for their needs. (Tātaiako-Ako, (1))

5. Show leadership that contributes to effective teaching and learning

Reflective question:

How do I help support my colleagues to strengthen teaching and learning in my setting?

Teachers will:

- Facilitate relevant opportunities to broaden the on-going practice, knowledge, skills of self and colleagues within a collaborative teaching team,
- Document self-reviews that engage the Centre learning community and strengthen understanding of new/current learning and theories.
- Use specific strategies and protocols for effective communication with whānau, hapū, iwi and the community. (Tātaiako-Wānanga, (1))

Professional knowledge in practice:

6. Conceptualise, plan and implement an appropriate learning programme.

Reflective question:

What do I take into account when planning programmes of work for groups and individuals?

Teachers will:

- Observe children and document their learning,
- Notice, recognise and respond to the learning of all akonga
- Use a wide range of methods to gather information about children's learning and development and the curriculum,
- Know the early childhood document Te Whāriki and other related documents,
- Develop teaching strategies that cater for children's different abilities, ways of learning, interests, and family circumstances;
- Encourage children to interact and to learn from each other;
- Ensure the physical environment at the service enables all children to feel confident,
- Plans and uses pedagogy that engages the Māori learner (reference- Tātaiako Ako) (1)

7. Promote a collaborative, inclusive and supportive learning environment

Reflective question:

How does my teaching practice promote an environment where learners feel safe to explore ideas and respond respectfully to others in the group?

Teachers will:

- Know the young children they teach recognising individual strengths and interests,
- Plan an environment that is developmentally appropriate to the age groupings,
- Listen and respond using meaningful and responsive language,
- Recognise and follow child agenda when planning the environment,
- Respond sensitively to children's feelings, interests, abilities, and cultural backgrounds,
- Identify barriers to children's participation and taking action to remove them,
- Respect for the local Māori culture (including tikanga-ā-iwi) engaging Māori learners, whānau, hapū, iwi and communities. (Reference- Tātaiako Manaakitanga) (3)

8. Demonstrate in practice their knowledge and understanding of how akonga learn

Reflective question:

How does my teaching reflect that I understand the main influences on how my akonga learn?

Teacher's will:

- Dialogue formally and informally as a team, and with family members,
- Listen and respond to family information, demonstrating respect by recognising them as main carer for their child's well-being and education,
- Involve adults and children working together as partners in learning,
- Engender respect between children and between children and educators,
- Actively engages Māori learners and whānau in learning (partnership) (reference Tātaiako- Ako)(3)

9. Respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of akonga

Reflective question:

How does my knowledge of the varied strengths, interests and needs of individuals and group of akonga influence how I teach them?

Teachers will:

- Ensure their language and references to family/whānau include all the children in the service,
- Help children expand their understanding, assisting them to make connections with previous experiences and existing knowledge,
- Make programme plans available to parents/whānau,
- As able: use language and cultural protocols of children and parents/whānau, and become familiar with the values, cultures, and interests of parents/whānau,
- Use ICT effectively to promote child engagement and building on their knowledge, skills and abilities,

- Consciously uses local Māori contexts such as: whakapapa, environment, tikanga, language, history. (Reference – Tātaiako-Tangata Whenuatanga) (3)

10. Work effectively within the bicultural context of Aotearoa New Zealand

Reflective question:

In my teaching, how do I take into account the bicultural context of teaching and learning in Aotearoa New Zealand?

Teachers will:

- Acquire knowledge about their area's environment and its spiritual significance to local iwi,
- Provide children with knowledge about historical, physical, cultural, and spiritual aspects of their local community,
- Be aware that a child's name embodies the child's sense of belonging and identity and that correct pronunciation of names is extremely important,
- Know local tangata whenua and demonstrate respect for Papatūānuku,
- Actively facilitates the participation of Whānau and people with the knowledge of the local context to support the learning programme (reference- Tātaiako- Tangata Whenuatanga)(2)

11. Analyse and appropriately use assessment information, which has been gathered formally and informally

Reflective question:

How do I gather and use assessment information in ways that advance the learning of my akonga?

Teachers will:

- Consult with children's parents/whānau, valuing their contribution,
- Acknowledge that assessment is a three-way process that contributes to the advancement of the children and families (refer to Vision Statement),
- Making assessment information an integral part of the programming,
- Offering parents/whānau easy access to assessment information using the e-learning portfolio tool, Storypark, encouraging them to reciprocate on Storypark,
- Ensure assessment processes are culturally appropriate,
- Share and celebrate information about children's learning
- Communicates effectively with Māori parents and whānau about their child's learning. (Reference- Tātaiako- Wānanga)(2)

12. Use critical enquiry and problem solving effectively in their professional practice

Reflective question:

How do I advance the learning of my akonga through critical inquiry within my professional learning?

Teacher's will:

- Keep up to date with current learning theories, and apply this knowledge to the service's policies, objectives, and practices,
- Plan for professional learning & development appropriate to individual needs; & develop the programme reflective of the learning attained,
- Be familiar and able to articulate the Centre Vision, Mission and Philosophy Statements, and able to reflect policies and practice against these,
- Develop in-centre self-review collaboratively to ensure the programme continues to improve and remain current in line with Ministry of Education requirements and legislation,
- Validates the prior learning Māori learners bring to their learning (reference Tātaiako- Ako)(4)

Manager/licensee- Lynda MacDonald Signature: _____

Teacher: _____ Signature: _____

Date _____