



# Team Leader 2023

## Position Description and Performance Management

*Kohia te wananga e tu ki te ao marama  
Gather the knowledge of the ancestors and stand to face the world*

<b>Our Vision</b> What we aspire to	<b>The power to dream, the passion to achieve</b>			
<b>Our Values</b> What we model and live by	<b>Kohia Kaitiaki</b> <i>We will ...</i>			
	<b>Care and Respect</b>	<b>Persevere to Achieve</b>	<b>Lead with Integrity</b>	
<b>Our Competencies</b> What we learn to do better every day	<b>Mōhio</b> A learner who knows and values self and strives to be the best they can be	<b>Whanaunatanga</b> A learner who builds positive relationships through words and actions	<b>Whakaaro</b> A learner who actively notices, questions and thinks flexibly to make sense of their world	<b>Whakatutukitanga</b> A learner who actively participates and contributes to achieve an outcome that makes a difference

**As a Team Leader at Kohia Terrace School I am a key Leader of Learning of my team and a member of the school Leadership Team**

**I will:**

- Meet [‘Our Code, Our Standards’ for the Teaching Profession](#)
- Demonstrate the qualities, knowledge and skills outlined in the [Educational Leadership Capability Framework](#)
- Support the school to implement the [Cultural Competencies for Leaders of Maori Learners as set out in Tataiako](#)
- Support the school to practice the [Cultural Competencies Framework for Pacific Learners as set out in Tapasā](#)
- Have sound pedagogical and curriculum knowledge and lead learning and review across my team
- Model professional behaviour and practices
- Provide leadership to all the members of my team in all aspects of school life

**I will contribute to:**

- School Leadership of pedagogical and curriculum delivery, student achievement, target setting and strategic planning
- Student and teacher well-being
- Monitoring student achievement across the team
- School wide professional development and keep up-to-date with teaching and learning theory

- Building positive relationships with staff, students, parents and professional and agency personnel
- The Performance Management and Appraisal of teachers in my team
- The induction of new teachers, Teacher Aides, and students in my team
- The corporate life of the school and its community

**I will commit to:**

- Being a learner
- Undertaking professional development to enhance my individual expertise as a teacher and a leader
- Adopting a ‘coaching approach’ when facilitating professional learning discussions as much as possible
- Supporting the teachers in my team with student learning, well-being, assessment, data analysis and communication with parents
- Implementing and promoting the school’s Charter, values, and behaviour management policies and procedures

**Release Time**

One block of release time will be provided each week for each year group . This time will be used for:

- observations of teachers (formal and informal)
- collecting data to support professional discussion
  - working alongside students to gain a deeper understanding of learning and teaching in any given classroom
  - collecting student voice
- conduct/ coordinate Quality Assurance reviews each term
- provide timely professional feedback (set a discussion time within 24 hours)
- use a coaching approach to set goals
- research, provide / suggest professional resources, model quality practice
- general team management/ monitoring
- team organisation to complement curriculum e.g trips, in school visitors etc
- support the implementation of the school Behaviour Management Plan

**KTS Specific Role**

	Key actions	Time Frames	Evidence
Growing Teacher Capability	<ul style="list-style-type: none"> <li>● observe classroom practice regularly</li> </ul>	on going	
	<ul style="list-style-type: none"> <li>● undertake <a href="#">classroom quality assurance</a></li> </ul>	one a term	documentation completed
	<ul style="list-style-type: none"> <li>● engage in coaching type dialogue where possible</li> </ul>	on going	360 performance review

	<ul style="list-style-type: none"> <li>ensure staff know of actions required at the end of team meetings</li> </ul>	on going	meeting minutes
	<ul style="list-style-type: none"> <li>utilise data, professional texts, academic research, expertise within your team and the school to inform practice</li> </ul>	on going	meeting minutes
	<ul style="list-style-type: none"> <li>enable effective collaboration within and between years</li> </ul>	on going	meeting minutes
	<ul style="list-style-type: none"> <li>facilitate and respond to acceleration practices</li> </ul>		
	<ul style="list-style-type: none"> <li>support the enhancement of student agency through effective use of HERO pathways</li> </ul>	5 weekly goal updates	meeting minutes
	<ul style="list-style-type: none"> <li>moderate competency based learning statements</li> </ul>	end of each term	
<b>Team Management</b>	<ul style="list-style-type: none"> <li>ensure efficient and effective team meetings</li> </ul>	on going	360 performance review
	<ul style="list-style-type: none"> <li>be cognisant of staff wellbeing and workload considerations</li> </ul>	on going	360 performance review Board climate survey
	<ul style="list-style-type: none"> <li>plan regular team building events</li> </ul>	as required	Board climate survey
	<ul style="list-style-type: none"> <li>ensure assessment overview requirements are being met</li> </ul>	each term	Moderation Hero updates
	<ul style="list-style-type: none"> <li>HERO <ul style="list-style-type: none"> <li>learning posts as per agreed schedule</li> <li>moderation of mid year and end of year curriculum levels</li> <li>ensure pastoral and emotional posts are being recorded and review as required</li> <li>oversee behaviour posts, identify trends / issues and put steps in to improve if required</li> </ul> </li> </ul>	2 - 3 times term twice a year each meeting as required  each meeting as required	meeting minutes  achievement reviews
	<ul style="list-style-type: none"> <li>plan and organise events etc to enrich curriculum delivery</li> </ul>	on going	360 performance review
	<ul style="list-style-type: none"> <li>effectively manage and work within team budgets</li> </ul>	on going	budget
	<ul style="list-style-type: none"> <li>support student wellbeing and behaviour, using a coaching approach as required</li> </ul>	on going	community survey
<b>Leadership development</b>	<ul style="list-style-type: none"> <li>actively coach each other</li> </ul>	on going	staff climate survey
	<ul style="list-style-type: none"> <li>ensure two way communication (from team to leadership team and vice versa)</li> </ul>	ongoing	leadership minutes Board climate survey

	<ul style="list-style-type: none"> <li>actively contribute to school-wide decision making</li> </ul>	ongoing	leadership minutes
	<ul style="list-style-type: none"> <li>attend Board meetings as required</li> </ul>	as required	Board minutes
Community	<ul style="list-style-type: none"> <li>team overview communicated to school community</li> </ul>	once a term	HERO
	<ul style="list-style-type: none"> <li>communicate with parents around learning and/or behaviour</li> </ul>	on going	community survey
	<ul style="list-style-type: none"> <li>ensure staff are emailing whanau at least once a fortnight</li> </ul>	on going	meeting minutes
	<ul style="list-style-type: none"> <li>oversee home learning and its relevance to programmes</li> </ul>	on going	community survey

## Educational Leadership Capabilities

Capability	Indicators
Building and sustaining high trust relationships	<ul style="list-style-type: none"> <li>High trust relationships are built and sustained with learners, the leader's team/s, and other organisational leaders and those who have responsibility for particular areas or initiatives.</li> <li>These relationships are based on credibility relating to deep educational expertise, treating others respectfully, openness, and good self-awareness.</li> <li>Team leaders build and maintain a network of supportive-challenging relationships within and beyond the organisation.</li> </ul>
Ensuring culturally responsive practice and understanding of Aotearoa New Zealand's cultural heritage, using Te Tiriti o Waitangi as the foundation.	<ul style="list-style-type: none"> <li>Ensures the team they are responsible for is confident in supporting all their learners to understand their cultural heritage.</li> <li>Ensures their own understanding of what culturally responsive practice based on Te Tiriti o Waitangi means in practice, and why.</li> <li>Uses this understanding to evaluate the quality of teaching and learning, learner sense of belonging and engagement in learning in the area they are responsible for, to ensure that it is consistent for all learners - responsive to their identity.</li> <li>Ensures that staff in their team develop and sustain a shared understanding of culturally responsive practice based on Te Tiriti o Waitangi that is actively used in shaping strengths-based curriculum and pedagogy, work with whānau and iwi, and inquiry into effectiveness for learners.</li> </ul>
Building and sustaining collective leadership and professional community	<ul style="list-style-type: none"> <li>Uses their deep educational expertise to develop leadership and knowledge within the area they are responsible for by: <ul style="list-style-type: none"> <li>drawing on individual and collective strengths</li> <li>providing opportunities for others to actively</li> <li>contribute to initiatives and extend their knowledge and skills</li> <li>ensuring that knowledge to improve learning is built and shared</li> <li>ensuring that problems impeding learning and wellbeing in the area are identified and resolved</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ taking the initiative to try things out on the basis of good inquiry related to current practice.</li> </ul>
Strategically thinking and planning	<ul style="list-style-type: none"> <li>● Ensures active involvement of themselves and their team in strategic planning and review of progress.</li> <li>● Works closely with organisational leaders in the review of progress, and identification of well- founded priorities and works to support team members in the next phase.</li> </ul>
Evaluating practices in relation to outcomes	<ul style="list-style-type: none"> <li>● Ensures that their team produces useful and robust information about: <ul style="list-style-type: none"> <li>○ curriculum content, progress and engagement of learners and their wellbeing</li> <li>○ organisational practices</li> <li>○ staff wellbeing.</li> </ul> </li> <li>● Analyses the learner and practice data for the team/s or area they are responsible for, asking what they indicate about the area or team's progress towards the organisation's vision and goals.</li> <li>● Identifies any puzzle of practice and finds out about what is happening in their area, and what is known about the causes of the puzzle and identifies effective responses to it by drawing on relevant research and working with trusted advisors beyond the organisation, either by themselves, or in collaboration with a team member.</li> <li>● Uses this analysis and enlarging of their knowledge in discussion with their team to identify actions to improve, and the best way to allocate resources.</li> </ul>
Adept management of resources to achieve vision and goals	<ul style="list-style-type: none"> <li>● Understands their area's resourcing information, and uses it in line with the organisation's vision, goals, and values.</li> <li>● Ensures that their actions are consistent with legal and national frameworks, particularly around employment and health and safety.</li> <li>● Ensures that staff in their area feel valued and are supported to grow their capability to perform well.</li> <li>● Ensures that performance review of the staff they are responsible for is carried out for improvement, not just compliance.</li> <li>● Works with their team to make the most effective and efficient use of the time, space and material resources they have.</li> <li>● Uses networks beyond the organisation for expert advice or access to resources relevant to curriculum and teaching practice that would enrich their practice and that of their colleagues</li> </ul>
Attending to their own learning as leaders and their own wellbeing	<ul style="list-style-type: none"> <li>● Keeps abreast of new evidence and research-based knowledge that could challenge their thinking.</li> <li>● Uses critical friends to discuss leadership practice and extend their knowledge and capabilities.</li> <li>● Seeks and uses feedback for continued personal growth.</li> <li>● Reflects on their own leadership practice.</li> <li>● Sets aside some time each week for activities and rest that nurture their body and soul.</li> <li>● Ensures that their own performance review is carried out for improvement, and challenge, not just compliance.</li> <li>● Maintains the personal and professional relationships that nurture and stretch them.</li> <li>● Plays an active role in team leader networks within the spirit of ako.</li> </ul>
Embodying the organisation's values, and showing moral purpose, optimism, agency and resilience.	<ul style="list-style-type: none"> <li>● Shows by their behaviour and how they treat others the values expected by the organisation's vision and goals.</li> <li>● Shows courage, determination and hope in the face of difficulties.</li> <li>● Shows what it means to learn from set-backs and things that do not turn out as expected.</li> <li>● Thinks of new actions within their sphere of influence and works with and supports staff who want to try new things that would advance the organisation's vision and goals.</li> </ul>
Contributing to the development and wellbeing of	<ul style="list-style-type: none"> <li>● Contributes to the sharing and building together of knowledge of how to lead educational teams to improve teaching and learning, and equity of educational outcomes at local, regional, or national levels.</li> </ul>

education beyond the organisation.

- Contributes to the building of new knowledge for the teaching profession.

### PERFORMANCE MANAGEMENT GOALS

<b>Goal :</b>		
Actions to be undertaken include: ➤		
Evidence		
Achieved	partially achieved	not achieved

This performance agreement was made between:

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Signature: \_\_\_\_\_  
(Principal)

Signature: \_\_\_\_\_  
(Team Leader)

Date: \_\_\_\_\_

Date: \_\_\_\_\_