



Registered Teacher

Position Description and Performance Management

Overarching Statements

1. Teachers play a critical role in enabling the educational achievement of all ākonga / learners.
2. The Treaty of Waitangi extends equal status and rights to Māori and Pakeha. This places a particular responsibility on all teachers in Aotearoa New Zealand to promote equitable learning outcomes.
3. In an increasingly multicultural Aotearoa New Zealand, teachers need to be aware of and respect the languages, heritages and cultures of all ākonga.
4. In Aotearoa New Zealand, the Code of Professional Responsibility commits registered teachers to the highest standards of professional service in promoting the learning of those they teach.
5. All Kohia Terrace School teaching staff are expected to -
 - Be familiar with and follow **The School Health & Safety guidelines** and requirements for their own safety and wellbeing and that of the students and other staff
 - Follow the **Staff Digital Technology and the Cybersafety Use Agreement** and model digital citizenship with students
 - Engage and add value to the **special culture** of Kohia Terrace School.
 - Support and assist the implementation of the **vision & values** of Kohia Terrace School

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

Teaching Council “Our Code, Our Standards” Expectations

WHAKAMANA: empowering all learners to reach their highest potential by providing high-quality teaching and leadership.

MANAAKITANGA: creating a welcoming, caring and creative learning environment that treats everyone with respect and dignity.

PONO: showing integrity by acting in ways that are fair, honest, ethical and just.

WHANAUNGATANGA: engaging in positive and collaborative relationships with our learners, their families and whānau, our colleagues and the wider community

The Standards

Standard	Elaborations of the Standard
<p>Te Tiriti o Waitangi partnership (across all domains)</p> <p>Standard 1: Te Tiriti o Waitangi Partnership</p> <p>Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand</p>	<ul style="list-style-type: none"> ● Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand. ● Understand and acknowledge the histories, heritages, languages, and cultures of partners to Te Tiriti o Waitangi. ● Design teaching and learning experiences that reflect Te Tiriti o Waitangi partnership in New Zealand including affirming for all learners the knowledge, identity, language, and culture of te ao Māori and tangata whenuatanga. ● Practise and develop the use of te reo and tikanga Māori, including in support of positive engagement with Māori learners and their whānau and communities.
<p>Professional Knowledge</p> <p>Standard 2: Know the content and how to teach it</p> <p>Understand how to design learning based on content, curriculum, and pedagogical knowledge.</p>	<ul style="list-style-type: none"> ● Understand the content <ul style="list-style-type: none"> ○ Demonstrate a developed understanding of the knowledge relevant to the content being taught. ● Understand how to enact the curriculum. <ul style="list-style-type: none"> ○ Know how to teach the mandated curriculum and its progressions in learning, effectively and in a way that supports every learner to succeed. ● Understand evidence-informed teaching strategies and practices <ul style="list-style-type: none"> ○ Know how to apply research, evidence, and innovations related to pedagogy, inclusive teaching, and the teaching of particular content. ● Understand how to foster literacy and numeracy as foundational capabilities <ul style="list-style-type: none"> ○ Demonstrate understanding of oral language, literacy, and numeracy as foundational capabilities that are integrated throughout all learning areas and levels, and knowledge of relevant evidence-informed teaching practices that are effective at fostering these proficiencies.
<p>Professional Knowledge</p> <p>Standard 3: Know the learner and the learning process</p> <p>Understand the learning process and the diversity of learners' strengths, needs, languages, cultures, identities, and interests.</p>	<ul style="list-style-type: none"> ● Understand how learning happens. <ul style="list-style-type: none"> ○ Demonstrate a developed knowledge and understanding of the cognitive, emotional, and social factors that affect how children and young people learn, and their application to teaching practice, informed by the science of learning. ● Understand how diverse needs can be met. <ul style="list-style-type: none"> ○ Demonstrate understanding of the diverse needs of learners - including those associated with neurodivergence, disabilities, and trauma – and of the learning strategies that can support them, while being willing to seek specialist support where needed. ● Understand culturally responsive teaching <ul style="list-style-type: none"> ○ Demonstrate an understanding of how to richly contextualise teaching and learning experiences to learners' culture, backgrounds, and interests to bring the curriculum to life and help them progress their learning. ● Understand own assumptions and beliefs <ul style="list-style-type: none"> ○ Critically examine how one's own assumptions and beliefs, including cultural beliefs, impact on one's practice, and on the achievement of learners including those with different abilities and needs, backgrounds, genders, identities, languages, and cultures.

<p>Professional Practice</p> <p>Standard 4: Plan for and implement effective teaching and learning</p> <p>Plan for learning, teach, and respond to learners during teaching to progress their learning at an appropriate depth and pace.</p>	<ul style="list-style-type: none"> ● Set high expectations <ul style="list-style-type: none"> ○ Set high expectations for the learning outcomes of every learner. ● Prepare learning experiences that are coherent and well organised <ul style="list-style-type: none"> ○ Use a mixture of forward planning and planning in action to ensure that the curriculum is enacted in an intentional way for each learner. ● Advance the progress and achievement of all learners. <ul style="list-style-type: none"> ○ Teach in ways that ensure sufficient progress for the diverse range of learners, providing additional support or extension when needed. ● Use and adapt teaching strategies <ul style="list-style-type: none"> ○ Make use of a range of evidence-informed teaching strategies, approaches, and learning activities and use them adaptively in response to the needs of individuals and groups of learners. ● Enable learning-focused capabilities <ul style="list-style-type: none"> ○ Enable learners to be active participants in their learning, so that they are well placed to develop self-regulation, agency, collaborative capabilities, self-reflection, and critical thinking. ● Māori succeeding as Māori <ul style="list-style-type: none"> ○ Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori.
<p>Professional Practice</p> <p>Standard 5: Create and maintain supportive and safe learning environments</p> <p>Develop a culture where learners feel safe, have their needs met, and are focussed on learning, with appropriate use of equipment and technologies.</p>	<ul style="list-style-type: none"> ● Support learners to feel safe to participate in learning <ul style="list-style-type: none"> ○ Build genuine, respectful relationships with and among learners so that all learners feel their identities, languages, cultures, and abilities are valued and respected, fostering trust, cooperation, and confidence to participate fully in learning. ● Ensure the learning setting meets diverse needs <ul style="list-style-type: none"> ○ Establish workable routines and learning environments that support different physical, social, emotional, and intellectual development needs to ensure access to learning for all. ● Manage the learning setting and promote positive behaviour <ul style="list-style-type: none"> ○ Develop a shared understanding of positive behaviour, with clear boundaries and a framework for effectively responding to challenging behaviour, including a range of preventative and restorative approaches. ● Use equipment and technologies appropriately and effectively to support learning <ul style="list-style-type: none"> ○ Have strategies in place for any equipment and technologies utilised, including digital devices and artificial intelligence, to be used safely, responsibly, ethically, and in ways that contribute positively to teaching and learning.

<p>Professional Practice</p> <p>Standard 6: Assess, provide feedback, and report on learning</p> <p>Use regular and consistent assessment to inform teaching and share information on learner progress.</p>	<ul style="list-style-type: none"> ● Monitor the extent and pace of learning <ul style="list-style-type: none"> ○ Make effective and regular use of high-quality assessment and/or aromatawai practices to gather, analyse, and use appropriate information about the pace of learners' progress. ● Identify progress and respond to learners' needs <ul style="list-style-type: none"> ○ Use information on learner progress, in relation to goals or outcomes that have been identified, to design clear next steps in learning and identify additional support, extension, or adaptations to teaching practice that may be required. ● Provide constructive and understandable feedback <ul style="list-style-type: none"> ○ Ensure learners (and/or their parents/caregivers and whānau, as appropriate) receive and understand ongoing feedback about their progress, and use this information to enhance their engagement with learning. ● Communicate assessment information <ul style="list-style-type: none"> ○ Communicate clear and accurate information to parents/caregivers and whānau that identifies progress, strengths, and areas for development.
<p>Professional Engagement</p> <p>Standard 7: Engage in professional learning</p> <p>Improve professional capability through evidence-based reflection, professional learning, and engagement with colleagues.</p>	<ul style="list-style-type: none"> ● Participate in a continuous cycle of professional growth <ul style="list-style-type: none"> ○ Reflect on the effectiveness of practice in an ongoing way to ensure a cycle of improvement and development, informed by evidence from a range of sources including learner perspectives. ● Undertake professional learning to improve practice <ul style="list-style-type: none"> ○ Participate in professional learning, targeted to identified professional needs and school/service/system priorities, and adaptively apply this learning in practice. ● Engage with colleagues to improve practice <ul style="list-style-type: none"> ○ Invite and respond to feedback from colleagues and other education professionals, collaborate to address challenges, and engage in learning-focused collegial discussions or networks.
<p>Professional Engagement</p> <p>Standard 8: Engage in productive professional relationships</p> <p>Work constructively with colleagues, parents/caregivers, and the community to support the learning and wellbeing of each learner.</p>	<ul style="list-style-type: none"> ● Relate effectively with parents/caregivers and whānau <ul style="list-style-type: none"> ○ Build positive, respectful, and culturally appropriate relationships with parents/caregivers and whānau focussed on the learning, engagement, and wellbeing of learners. ● Cooperate in the interests of learners <ul style="list-style-type: none"> ○ Collaborate reciprocally with leaders, teachers, and other colleagues, and engage professionally with external agencies and the wider community, to meet the needs of each learner. ● Actively contribute to the wider educational setting <ul style="list-style-type: none"> ○ Work collegially to support ongoing improvement to organisational culture and practice, showing leadership particularly in areas of responsibility or expertise. ● Communicate effectively <ul style="list-style-type: none"> ○ Use clear, open, and professional oral and written communication that assists everyone to play their part in supporting learning and wellbeing.

Effective teaching and learning guidelines

Key Expectations	Outcomes
Planning	<p>Clear learning intentions and an idea of the success criteria evident in planning</p> <p>Planning shows clear links to the NZ Curriculum objective</p> <p>Planning shows differentiation for ākongā needs</p> <p>Variety of learning activities to meet different learning styles</p> <p>Different assessment tools used to identify next steps in learning</p> <p>Planning shows opportunities for use of digital tools, learner agency and higher order thinking</p> <p>Assessment practices improve learning</p> <p>All planning is kept in the shared planning folder for ease of access</p> <p>All planning is completed prior to delivery</p> <p>Co-planning with year group buddy where possible</p>
Shared Learning Intentions	<p>Learning Intentions are discussed with the ākongā and displayed in modelling/ākongā books/docs and walls</p> <p>Set the purpose for learning; ākongā know and can discuss their learning intentions with others</p> <p>Success criteria are co-constructed</p>
Formative Assessment	<p>Provide written and oral feedback that is related to goals and feeds forward next steps for ākongā</p> <p>Opportunities provided for kaiako, self and peer feedback</p> <p>Use pink and green highlighters as a form of feedback - green for grow, pink for achieved goal</p>
Classroom organisation	<p>Timetable of the day displayed in class - written and visual for students</p> <p>Lessons and resources well planned and organised</p> <p>Balanced coverage of the curriculum - evident in timetables, long term and weekly planning</p> <p>Integrate learning across the curriculum</p>
Provide a safe learning environment	<p>Co-construct a class treaty based on all of us being Kohia Kaitiaki (Care and Respect, Persevere to Achieve, Lead with Integrity) to promote:</p> <ul style="list-style-type: none"> ● Reduced anxiety ● A risk taking environment ● Celebrating successful learning ● A sense of ownership of their classroom ● Positive relationships

Positive Behaviour	<p>Model school values (Kohia Kaitiaki)</p> <p>Deliberately teach expectations and consistently apply them</p> <p>Acknowledge and reward expected behaviours</p> <p>Keep records on on-going behavioural issues in Hero</p>
Learner Agency	<p>Provide models for ākonga around what it means to be a learner</p> <p>Include opportunities for ākonga to be active participants in their own learning</p> <p>Develop goal setting ability</p> <p>Ensure ākonga use the KTS Pathways to set goals, promote agency and link to learning posts</p> <p>Review learning pathway goals in HERO at least once a fortnight</p> <p>Promote ākonga collaboration, deep thinking, and questioning about learning</p> <p>Give opportunities for ākonga to learn from each other</p>
Inquiry	<p>Inquiry is based on learning that is authentic to ākonga and our local curriculum</p> <p>Literacy and numeracy integrated into inquiry when possible</p> <p>Inquiry follows the KTS PLANS model (Years 1 - 6)</p> <p>Inquiry encourages questioning, curiosity, depth of thinking and purposeful outcomes</p>
Inclusion	<p>Model and promote a culture that values diversity and creates a sense of belonging for all ākonga .</p> <p>Individual needs are catered for in planning and delivery</p> <p>All successes and achievements are recognised and valued</p> <p>Expect all ākonga to achieve to their full potential</p>
Cultural Responsiveness	<p>Create relationships which affirm the cultural backgrounds of ākonga and whānau.</p> <p>Integrate aspects of ākonga identity and culture into the curriculum</p> <p>Value the opportunities for ākonga to share their backgrounds and experiences</p> <p>Allow for ako - reciprocal teaching and learning</p>
Home - School Partnership	<p>Work in a collaborative and culturally-responsive way with whānau, and ākonga, in order to identify, support, and value the individual learning and social needs of each ākonga.</p> <p>Connect regularly with whānau</p>

Principal

Teacher

Date

Date

