



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

KTS Teacher encompassing the requirements of the code

MŌHIO Self awareness	WHANAUNGTANGA Relating to others	WHAKAARO Thinking	WHAKATUTUKITANGA Taking action
A teacher who knows and values self and strives to be the best they can be	A teacher who builds positive relationships through words and actions	A teacher who actively notices, questions and thinks flexibly to make sense of their world	A teacher who actively participates and contributes to achieve an outcome that makes a difference



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<p>A teacher who:</p> <ul style="list-style-type: none"> ❖ knows their personal teaching and learning style ❖ acknowledges their strengths ❖ knows their areas for personal and professional growth ❖ reflects on their practice consistently ❖ is honest with themselves (feelings, practice, learning) ❖ can engage with constructive critique from themselves or others ❖ models how to learn from mistakes in a positive way ❖ has a positive outlook when things don't go according to plan ❖ is flexible, organised and prepared for what might happen ❖ is metacognitive - aware of their own thinking ❖ takes responsibility for their own wellbeing (hauora) in a proactive way (taking a break, going for a walk) ❖ knows how to self regulate ❖ teaches self regulation and other social / emotional skills to students ❖ is a big picture thinker 	<p>A teacher who:</p> <ul style="list-style-type: none"> ❖ takes time to listen to, share and collaborate with colleagues ❖ collaborates within and across teams, sharing ideas and planning ❖ shares relatable personal experiences to enable connection ❖ actively listens and responds to students ❖ is open to others ❖ communicates regularly and openly with staff, students and families ❖ makes others feel comfortable when they are together ❖ pronounces names correctly (staff, students, families) ❖ shows cultural respect and recognition ❖ communicates effectively, may be multilingual ❖ makes time to be in class before and after school to engage with students and parents ❖ makes times to meet in a swift and organised manner ❖ contributes and participates in school/staff events ❖ builds strong class communities 	<p>A teacher who:</p> <ul style="list-style-type: none"> ❖ encourages thinking within their learning space and offers a safe forum for all ideas and opinions ❖ recognises and confronts their own bias and reflects ❖ is open minded to a wide range of ideas ❖ embraces the thinking of others ❖ models how to wonder ❖ encourages debate ❖ challenges the status quo ❖ uses selective and appropriate thinking tools ❖ reflects on their own teaching and adapts to what works well ❖ talks about thinking ❖ is creative and critical ❖ is an "active thinker" - beyond sitting and talking ❖ is safe, fun, and engaging ❖ has high expectations of their students and themselves ❖ uses effective thinking skills in their practice ❖ listens and prompts others to encourage deeper thinking 	<p>A teacher who:</p> <ul style="list-style-type: none"> ❖ is actively involved, available, ready and willing ❖ participates visibly in school and community functions ❖ has a growth mindset towards their own practice and seeks support ❖ encourages students to take their own action in response to learning discussions ❖ shows students how they can help themselves by taking action ❖ takes action to improve staff wellbeing e.g. talks to relievers, checks in on colleagues, offers to help others ❖ evaluates possible actions as to their purpose and potential impact ❖ knows when to take a big or small step ❖ poses open ended questions or problems ❖ supports learner-led action plans ❖ helps students see the relevance of action to themselves or their world ❖ focuses on individual learning/behavioural needs and follows up accordingly
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Teaching Council "Our Code, Our Standards" Expectations

The Code

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



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The Standards

Standard	Elaborations of the Standard	What does this look like at KTS?
<p>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. • Practise and develop the use of te reo and tikanga Māori. 	<ul style="list-style-type: none"> ❖ classroom Treaty and Te Tiriti focus for start of the year and Waitangi Day ❖ integration of Te Reo into everyday teaching and learning ❖ local Curriculum - pepeha, school waiata, relationship with our maunga ❖ celebrating: welcomes with Powhiri/ Mihi whakatau, Matariki, Te Wiki o te Reo ❖ Maori, Kapa Haka, Mara Kai ❖ school values underpinning all we do ❖ Tuakana Teina - buddy classes and leadership roles ❖ Tikanga practices - karakia, waiata, kai - Cultural Festival
<p>Professional Learning</p> <p>Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.</p>	<ul style="list-style-type: none"> • Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources. • Critically examine how my own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities, languages and cultures. • Engage in professional learning and adaptively apply this learning in practice. • Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners, including learners with disabilities and learning support needs; and wider education matters. • Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem solving and learning- focused collegial discussions. 	<ul style="list-style-type: none"> ❖ professional Growth Cycle; goals, inquiries, conversations, student voice, reflective practice ❖ data Collection and Analysis ; PAT, AsTTle, Number Knowledge tests, Structured Literacy ❖ HERO goal formative and summative assessment ❖ professional Learning / Collaborative Inquiry ❖ mid year and end of year achievement review ❖ acceleration practice evident ❖ heterogeneous grouping ❖ plenary ❖ quality Assurance compliance ❖ coaching as a vehicle to learn and grow
<p>Professional Relationships</p> <p>Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.</p>	<ul style="list-style-type: none"> • Engage in reciprocal, collaborative learning-focused relationships with: <ul style="list-style-type: none"> ○ learners, families and whānau ○ teaching colleagues, support staff and other professionals ○ agencies, groups and individuals in the community. • Communicate effectively with others. • Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility. • Communicate clear and accurate assessment for learning and 	<ul style="list-style-type: none"> ❖ HERO posts - literacy and numeracy each term, learner competency posts linking curriculum goals each term, specialist teacher learning post each term ❖ curriculum best fit twice a year moderation ❖ facilitate 3WLC three times a year ❖ regular communications to whanau ❖ actively contribute to team/ staff meetings ❖ plain language reporting ❖ liaise with professional services e.g. RTLB, MOE ❖ be Kohia Kaitiaki (Care and Respect, Persevere to Achieve, Lead with Integrity) ❖ support and enhance the well-being of staff and students



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	achievement information.	
<p>Learning Focused Culture</p> <p>Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.</p>	<ul style="list-style-type: none"> ● Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning. ● Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks. ● Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs. ● Manage the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural and emotional safety. ● Create an environment where learners can be confident in their identities, languages, cultures and abilities. ● Develop an environment where the diversity and uniqueness of all learners are accepted and valued. ● Meet relevant regulatory, statutory and professional requirements. 	<ul style="list-style-type: none"> ❖ develop a respectful and inclusive learning environment ❖ agency in learning ❖ coaching approach in conversations with students ❖ regular social / emotional learning ❖ culturally responsive ❖ engage in the Professional Growth Cycle and the schools PLD programme ❖ proactive in communications with whanau
<p>Design for Learning</p> <p>Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.</p>	<ul style="list-style-type: none"> ● Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners. ● Gather, analyse and use appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning and to identify additional supports or adaptations that may be required. ● Design and plan culturally responsive, evidence-based approaches that reflect the local community and Te Tiriti o Waitangi partnership in New Zealand. ● Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners. ● Design learning that is informed by national policies and priorities. 	<ul style="list-style-type: none"> ❖ learning programmes are responsive to student needs ❖ assessment information to inform planning to ensure students are being adequately challenged and supported ❖ Assessment for Learning practice is maintained ❖ collaborative planning with year group buddies/ team members ❖ learning programmes reflect the NZC and the expectations outlined in the Kohia Teaching Handbook ❖ learn and teach te reo Māori ❖ reflect Mātauranga Māori in planning and delivery ❖ student voice evident in decision making ❖ local curriculum evident ❖ respectful relationships with whanau developed and maintained
<p>Teaching</p> <p>Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an</p>	<ul style="list-style-type: none"> ● Teach in ways that ensure all learners are making sufficient progress, and monitor the extent and pace of learning, focusing on equity and excellence for all. ● Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to 	<ul style="list-style-type: none"> ❖ learning programmes reflect the NZC and the expectations outlined in the Kohia Teaching Handbook ❖ students feel valued ❖ on going learning posts celebrate learning ❖ Professional Growth Cycle evident in practice



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appropriate depth and pace.	<p>achieve educational success as Māori.</p> <ul style="list-style-type: none"> ● Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners. ● Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning. ● Teach in ways that enable learners to learn from one another, to collaborate, to self-regulate and to develop agency over their learning. ● Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning. 	<ul style="list-style-type: none"> ❖ classroom environment reflects programme in action ❖ Quality Assurance requirements met ❖ quality practice evident (self, peer, leader feedback) ❖ embraces coaching as a way of growing professionally ❖ Assessment for Learning practice ❖ Overall teacher judgements informed by relevant information ❖ HERO information maintained ❖ acceleration practice
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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 students 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 students and displayed in modelling/student's books/docs and walls</p> <p>Set the purpose for learning; students 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 students</p> <p>Opportunities provided for teacher, self and peer feedback</p> <p>Use pink and green highlighters as a form of feedback - green for grow, pink for achieved goal</p>



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<p>Classroom organisation</p>	<p>Timetable of the day displayed in class - written and visual for students Lessons and resources well planned and organised Balanced coverage of the curriculum - evident in timetables, long term and weekly planning Integrate learning across the curriculum</p>
<p>Provide a safe learning environment</p>	<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
<p>Positive Behaviour</p>	<p>Model school values (Kohia Kaitiaki) Deliberately teach expectations and consistently apply them Acknowledge and reward expected behaviours Keep records on on-going behavioural issues in Hero</p>
<p>Learner Agency</p>	<p>Provide models for students around what it means to be a learner Include opportunities for students to be active participants in their own learning Develop goal setting ability Ensure students use the KTS Pathways to set goals, promote agency and link to learning posts Review learning pathway goals in HERO at least once a fortnight Promote student collaboration, deep thinking, and questioning about learning Give opportunities for students to learn from each other</p>
<p>Inquiry</p>	<p>Inquiry is based on learning that is authentic to student and our local curriculum Literacy and numeracy integrated into inquiry when possible Inquiry follows the KTS PLANS model (Years 1 - 6) Inquiry encourages questioning, curiosity, depth of thinking and purposeful outcomes</p>
<p>Inclusion</p>	<p>Model and promote a culture that values diversity and creates a sense of belonging for all students. Individual needs are catered for in planning and delivery All successes and achievements are recognised and valued Expect all students to achieve to their full potential</p>



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Cultural Responsiveness	Create relationships which affirm the cultural backgrounds of students, parents and whānau. Integrate aspects of students identity and culture into the curriculum Value the opportunities for students to share their backgrounds and experiences Allow for ako - reciprocal teaching and learning
Home - School Partnership	Work in a collaborative and culturally-responsive way with parents, whānau, and students in order to identify, support, and value the individual learning and social needs of each student. Connect regularly with parents / whānau

Principal

Teacher

Date

Date