

POSITION DESCRIPTION

POSITION:	TEACHER
ACCOUNTABLE TO:	Chief Executive Officer
REPORTS TO:	Centre Manager/Head Teacher and Education Managers
WORKING RELATIONSHIPS:	CMKA/ELCM Staff, Education Managers, Children, Whānau, Education and Support Agencies
PRIMARY OBJECTIVE:	<ul style="list-style-type: none"> • To ensure the provision of high quality Early Childhood Education through sound professional practice • To promote a positive and responsive environment for the children, their families and staff. • To ensure continual improvement within the centre and support the overall strategic plan. • To ensure a high quality educational programme is delivered

REQUIREMENTS OF ALL TEACHERS (Beginning / Fully Registered / Experienced)

OPERATION AND ADMINISTRATION

- Uphold the details of the licence at all times.
- Maintain accurate records.
- Comply with all relevant legislation, early childhood regulations, CMKA/ ELCM policies and procedures.
- Maintain the health and safety of themselves and others at all times.
- Participate in relevant professional development.
- Source and convey accurate information in a timely manner.
- Participate in regular documented staff meetings.
- Participate in regular review of the centres procedures and practices.

PROFESSIONAL PRACTICE

- Te Whaariki used as the foundation of practice.
- Implement the principles of the Treaty of Waitangi.
- Incorporate Te Reo and Te Tikanga Maori into the programme.
- Articulate own/team philosophy and link it to current theory and principles of learning and development.
- Demonstrate appropriate curriculum assessment and evaluation practices that are consistent with the principles of Te Whaariki.
- Demonstrate equitable and inclusive practice.
- Provide an environment which extends and challenges children using the appropriate resources.
- Demonstrate a wide range of teaching strategies to empower and extend children's learning in all areas including social competence.
- Build on children's strengths, working with families sharing knowledge and aspirations for individual children as well as the collective group.
- Evaluate and reflect on teaching and learning with a view to improvement.

- Demonstrate teaching strategies that foster and support child initiated interactions, involve children in decisions and to nurture responsive relationships with all children attending the centre.
- Utilise assessment as a conscious practice of noticing, recognising and supporting documentation

COMMUNICATION AND CONSULTATION

- Proactive in building relationships with families and the community.
- Promotes a positive and caring educational environment for children, their families and staff.
- Maintain relationships with external agencies where appropriate.
- Maintain effective working relationships.
- Support the vision and values of CMKA/ELCM and assist with the future directions of the company.
- Communicate effectively with children, colleagues, family/whanau and caregivers.
- Provide regular feedback that contributes to the child's learning pathway.
- Involve parents/whanau in the programme planning and evaluation.
- Display ethical and responsible behaviour.
- Demonstrate effective communication within the team.
- Proactively handle any significant communication issues in a timely and professional manner.

PROFESSIONALISM

- Display a productive, organised and efficient work ethic
- Display a commitment to the total needs of the organisation.
- Represent the organisation both internally and externally in a positive, professional and confidential manner
- Support staff members and the centre's community through co-operative, loyal and professional actions

HEALTH AND SAFETY

- Ensure the health, safety and well-being of children and staff at the service
- Uphold Health and Safety standards in the workplace

REQUIREMENTS OF A BEGINNING TEACHER

Not yet attained full registration. Working with advice and guidance towards gaining the expected skills and knowledge of a teacher

LEARNING AND TEACHING

Understanding Te Whāriki	Have a sound knowledge of Te Whāriki and current learning, teaching and assessment theories
Assessment Theory	Understands and implements the cycle of teaching, learning and assessment
Treaty of Waitangi	Demonstrate understanding of the implications of the Treaty of Waitangi, te reo and tikanga Māori
Implementing Te Whāriki	Support children to take an increasing role in their own learning and care
Strategies (including use of resources & technology)	Demonstrate flexibility and responsiveness and provide encouragement, warmth and acceptance along with challenges for creative and complex thinking
Planning, Assessment and Evaluations	Plan, assess and evaluate programmes based on children's strengths, interests with reflection on teaching and learning

LEARNING ENVIRONMENT

Positive Guidance	Demonstrate an understanding of positive guidance strategies
Engaging Children	Develop effective practices in engagement of children's learning
Learning Environment	Create and maintain a safe environment that is conducive to learning
Expectations	Demonstrate expectations that value and promote learning

Respect and Understanding	Establish positive relationships with children that respect their individuality, culture and place in their community
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OTHER KEY AREAS

Communication Children, Colleagues, Whānau	Demonstrate skills for effective communication
Support and Co-operation with Colleagues	Co-operate with and seek support from colleagues
Contribution to wider Organisation	Be positively involved in activities that contribute to the life of the centre's community
Administration	Develop sound knowledge and skills in relation to administration requirements. Contribute appropriately to ensure an efficient and organised administration system

REQUIREMENTS OF A REGISTERED TEACHER

Have taught for at least two years, attained full registration and display a high level of competence in the performance of their day-to-day teaching responsibilities

LEARNING AND TEACHING

Understanding Te Whāriki	Are competent in the content of Te Whāriki
Assessment Theory	Demonstrate and discuss developments in current learning, teaching and assessment theories
Treaty of Waitangi	Demonstrate knowledge of the Treaty of Waitangi, te reo and tikanga Māori
Implementing Te Whāriki	Demonstrate appropriate curriculum assessment and evaluation practises that are consistent with the principals of Te Whāriki
Strategies (including use of resources & technology)	Evaluate and reflect on teaching and learning with a view to improvement
Planning, Assessment and Evaluations	Utilize assessment as a conscious practice of noticing, recognizing and supporting documentation

LEARNING ENVIRONMENT

Positive Guidance	Demonstrate an understanding of positive guidance strategies
Engaging Children	Develop competent practices in facilitating children's engagement in learning
Learning Environment	Effectively facilitate challenging learning environments
Expectations	Establish high expectations that value and promote learning
Respect and Understanding	Maintain and promote positive relationships with children that respect their individuality, culture and place in their community

OTHER KEY AREAS

Communication Children, Colleagues, Whānau	Communicate clearly and accurately in either or both of the official languages of Aotearoa/New Zealand. Communicate effectively with children, colleagues, parents/whānau and caregivers Provide regular feedback that contributes to the child's learning pathway. Involve parents/whānau in the teaching and learning programme Display ethical and responsible behaviour
Support and Co-operation with Colleagues	Establish and maintain effective working relationships with colleagues
Contribution to wider Organisation	Contribute positively and actively to the life of the centre, its community and the organisation.

Administration	Maintain accurate records in relation to administrative requirements. Contribute appropriately to ensure an efficient and organised administration system
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REQUIREMENTS OF AN EXPERIENCED TEACHER

Highly skilled Teachers with a well-developed understanding of teaching and learning and able to provide support and assistance to teaching colleagues

LEARNING AND TEACHING

Understanding Te Whāriki	Demonstrate a high level of knowledge of Te Whāriki and of current learning, teaching and assessment theories
Assessment Theory	Demonstrate a commitment to their own ongoing learning and teaching
Treaty of Waitangi	Demonstrate knowledge of the Treaty of Waitangi, te reo and tikanga Māori
Implementing Te Whāriki	Demonstrate expertise and refined approaches in all aspects of curriculum assessment and evaluation practices
Strategies (including use of resources & technology)	Continually evaluate and reflect on their teaching and act on areas that require improvement
Planning, Assessment and Evaluations	Utilize assessment as a conscious practice of noticing, recognizing and supporting documentation

LEARNING ENVIRONMENT

Positive Guidance	Demonstrate a high level of commitment to children's well-being and social competence
Engaging Children	Demonstrate a wide range of approaches that facilitate all children's engagement in learning
Learning Environment	Effectively facilitate challenging learning environments
Expectations	Maintain high expectations of all children that value and promote learning
Respect and Understanding	Maintain and promote positive relationships with children that respect their individuality, culture and place in their community

OTHER KEY AREAS

Communication Children, Colleagues, Whānau	Demonstrate highly effective communication skills when interacting with children, colleagues, family/whānau Demonstrate effective skills in responding to the aspirations of family/ whanau and caregivers Display ethical and responsible behaviour
Support and Co-operation with Colleagues	Support and provide effective assistance to colleagues in improving teaching and learning. Encourage others and participate in professional development
Contribution to wider Organisation	Contribute positively and actively to the effective functioning of the centre's relationships with the organisation and the wider community
Administration	Sustain knowledge and skill in relation to administrative requirements. Contribute appropriately to ensure an efficient and organised administration system.