



*Kia Kitea Toikaka  
Nothing But The Best*

# Amuri Area School

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Principal: James Griggs

## Teacher Job Description 2019

**Criterion 1:****Establish and maintain effective professional relationships focused on the learning and well-being of all ākonga****Tātaiako Link:** Whanaungatanga

<b>Key Indicators:</b>	<b>Key Tasks:</b>	<b>Performance Standard Indicators:</b>
<ul style="list-style-type: none"> <li>i. Engage in ethical, respectful, positive and collaborative professional relationships with:</li> <li>ii. Ākonga,</li> <li>iii. Teaching colleagues,</li> <li>iv. Support staff,</li> <li>v. Other professionals,</li> <li>vi. Whānau and other carers of ākonga,</li> <li>vii. Agencies, groups and individuals in the community.</li> </ul>	<ul style="list-style-type: none"> <li>1.1 Establish collegial relations with staff by participating in staff activities.</li> <li>1.2 Participate in school processes and be an active member of the team. Share ideas.</li> <li>1.3 Participate in professional development (PD), both in school and through outside agencies.</li> <li>1.4 Engage with whānau to discuss student behaviour and achievement - regular personal communication with caregivers.</li> <li>1.5 Respect the integrity of other staff members, parents and students.</li> <li>1.6 Request classroom observations to provide feedback regarding class dynamics, student interactions, and teacher/student interactions.</li> <li>1.7 Acknowledge learner effort.</li> <li>1.8 Take responsibility for actions and judgements.</li> </ul>	<ul style="list-style-type: none"> <li>• Ākonga feel empowered, acknowledged, their mana is intact. Ākonga respect the teacher's requests and instructions.</li> <li>• The teacher shows respect for and interest in ākonga, using their preferred name accurately and by learning about them and their background, taking into account their interests and identity. The teacher responds with empathy, interest and fairness.</li> <li>• Effective communication skills are used including respectful and positive language and tone used about and among staff, showing support of one another.</li> <li>• There is open, comfortable interaction between and among whānau, ākonga and staff. Whānau are actively involved and engaged across the learning. The teacher engages positively in discussion with whānau and uses the ideas to inform their practice and create learning experiences. Whānau are treated as partners in education.</li> <li>• Involvement in school development outside of the classroom.</li> <li>• Constructive, positive participation in syndicate. Respecting colleague viewpoints within staff interactions.</li> </ul>

**Criterion 2:****Demonstrate a commitment to promoting the well-being of all ākongā****Tātaiako Link: Manaakitanga**

<b>Key Indicators:</b>	<b>Key Tasks:</b>	<b>Performance Standard Indicators:</b>
<p>i. Take all reasonable steps to provide and maintain a teaching and learning environment that is physically, socially, culturally and emotionally safe.</p> <p>ii. Acknowledge and respect the languages, heritages and cultures of all ākongā.</p> <p>iii. Comply with relevant regulatory and statutory requirements.</p>	<p>2.1 Involvement in extra-curricular activities.</p> <p>2.2 Effective classroom processes.</p> <p>2.3 Promote positive and appropriate relationships with students e.g. greet/farewell students each lesson.</p> <p>2.4 Effective feedback provided to students.</p> <p>2.5 Provide opportunities to encourage reflective thought from students.</p> <p>2.6 Seek feedback from the students on a regular basis. E.g. about student learning, student ability to organise gear, homework, what student enjoys about the subject, what students find effective, what students find challenging and how the programme is delivered.</p> <p>2.7 Be aware of safety issues associated with your classroom, subject specific gear. Know safety procedures.</p> <p>2.8 Recognise and appreciate the different learning styles of individual students.</p> <p>2.9 Learn how to use these styles effectively in my teaching to meet learner need.</p> <p>2.10 Fully understand appraisal and registration requirements including all regulatory and statutory requirements for keeping learners safe.</p>	<ul style="list-style-type: none"> <li>• The teacher adapts practice in response to the varied and changing physical, social and emotional well-being of all ākongā.</li> <li>• Fair and consistent relationships are maintained and the use of inclusive and empathetic language is used.</li> <li>• S/he responds to ākongā verbal and non-verbal cues, and supports ākongā to recognise their own cues and to respond appropriately to those of others. Special care is taken in helping ākongā adapt to new learning environments and new or changing situations in their lives. Ākongā feel comfortable in taking learning risks.</li> <li>• The teacher maintains appropriate records in a timely and organised way as required and is proactive in seeking internal/external advice or help to ensure the best interests of the particular ākongā.</li> <li>• The teacher is responsive to policies and procedures related to ākongā well-being and safety. S/he is aware of, and knows how to access, information relating to the relevant legal, ethical and regulatory requirements.</li> <li>• Use of augmentative communication, social skills and health and well-being programmes.</li> <li>• Demonstrates cultural respect and awareness.</li> </ul>

**Criterion 3:****Demonstrate commitment to bicultural partnership in Aotearoa New Zealand****Tātaiako Link: Tangata whenuatanga**

<b>Key Indicators:</b>	<b>Key Tasks:</b>	<b>Performance Standard Indicators:</b>
i. Demonstrate respect for the heritages, languages and cultures of both partners to the Treaty of Waitangi.	3.1 Understand and use existing models of effective practice. 3.2 Classroom observations by appropriate observer focussing on this area. 3.3 Involvement in PD – individual, staff, community in the context of the Treaty of Waitangi and our bi-cultural history. 3.4 Actively seeking feedback on performance in this area from staff, students and whānau. 3.5 Attending cultural events at school or in the local community.	<ul style="list-style-type: none"><li>• The teacher advances her/his knowledge and understanding of the principles of partnership, protection and participation embodied within the reo Māori and English language versions of the Treaty of Waitangi. S/he models and advocates for authentic partnerships between both parties to the Treaty. S/he promotes ākonga development towards biculturalism and bilingualism.</li><li>• The teacher understands, values and is able to articulate, his/her own heritage and culture and enables others to foster, articulate and value their own. This may include actively involving iwi, hāpu and whānau in determining, planning, delivering and evaluating the curriculum.</li><li>• Using Te Reo in daily interactions with children. Use of greetings and Staff Mihi.</li><li>• Constructive participation in treaty workshops and PD.</li></ul>

**Criterion 4:****Demonstrate commitment to on-going professional learning and development of personal professional practice****Tātaiako Link: Ako**

<b>Key Indicators:</b>	<b>Key Tasks:</b>	<b>Performance Standard Indicators:</b>
<p>i. Identify professional learning goals in consultation with colleagues.</p> <p>ii. Participate responsively in professional learning opportunities within the learning community.</p> <p>iii. Initiate learning opportunities to advance personal professional knowledge and skills.</p>	<p>4.1 The teacher reflects on his/her learning and how this informs his/her teaching. The teacher demonstrates active and supportive participation in collective professional learning activities and conversations. S/he accesses current knowledge from professional reading and shares this with others.</p> <p>4.2 The teacher compiles a personal profile of documented evidence of personal and collective professional development.</p> <p>4.3 The teacher has a positive attitude to, and engages collaboratively in, appraisal processes. S/he contributes to development of school/syndicate goals and aligns these with his/her own professional development goals. There is careful consideration of guidance from others.</p> <p>4.4 There is evidence of professional development to extend knowledge of te reo Māori, tikanga Māori, and mana whenua of local iwi.</p> <p>4.5 Notes from staff meetings/in service training.</p> <p>4.6 Active participation In learning conversations and staff development.</p>	<ul style="list-style-type: none"> <li>• School management systems and appraisal.</li> <li>• Documentation/practices lead to regular goal setting and review.</li> <li>• Professional development must support progress towards registration.</li> <li>• Discussion with Principal / colleagues the value and application of PD.</li> <li>• Active participation in syndicate meetings.</li> </ul>

**Criterion 5:****Show leadership that contributes to effective teaching and learning****Tātaiako Link: Wānanga**

<b>Key Indicators:</b>	<b>Key Tasks:</b>	<b>Performance Standard Indicators:</b>
i. Actively contribute to the professional learning community.  ii. Undertake areas of responsibility effectively.	5.1 Allow classroom observations in my room.  5.2 Make time to have professional discussions with colleagues and mentor.  5.3 Develop skills in partnership with mentor to lead and support other teachers.  5.4 Take notes of professional discussions for personal reflection.  5.5 Find relevant readings and research and share with others.  5.6 Use non-contact hours effectively by observing experienced teachers in their teaching practice.  5.7 Filter resources for relevance.  5.8 Use feedback/feed forward process with learning leader.	<ul style="list-style-type: none"><li>• The teacher contributes ideas, resources and energy to provide professional stimulation and support for colleagues and other staff. This includes sharing resources, strategies, ideas and new professional learning with colleagues, whānau and others as appropriate.</li><li>• The teacher advocates for the teaching profession. S/he participates in a range of local/regional/national professional networks and moderation processes. S/he takes on additional responsibilities as required.</li><li>• The teacher participates positively and effectively in the review of the organisation's philosophy and practice. S/he both seeks advice and offers assistance and encourages colleagues to take on roles in leadership.</li><li>• Active Involvement in syndicate and staff meetings.</li><li>• Involvement in steering committees and extra curricula committees /activities.</li></ul>

**Criterion 6:****Conceptualise, plan and implement an appropriate learning programme****Tātaiako Link: Ako**

<b>Key Indicators:</b>	<b>Key Tasks:</b>	<b>Performance Standard Indicators:</b>
<p>i. Articulate clearly the aims of their teaching, give sound professional reasons for adopting these aims, and implement them in their practice</p> <p>ii. Through their planning and teaching, demonstrate their knowledge and understanding of relevant content, disciplines and curriculum documents</p>	<p>6.1 Classroom visits to observe other teachers' use of resources and strategies; including other schools if possible.</p> <p>6.2 Involvement in PD – individual, staff.</p> <p>6.3 Actively seeking feedback on planning and implementing lessons and units of work</p> <p>6.4 Use of performance data to develop new learning programme(s).</p> <p>6.5 Discussions with mentor.</p> <p>6.6 Linking to curriculum documents.</p> <p>6.7 Use of subject associations and TKI.</p> <p>6.8 Establish an outcome for every lesson and share this with the students.</p>	<ul style="list-style-type: none"> <li>• The teacher's planning and teaching demonstrate a coherent learning programme aligned to ākonga needs and interests. Links to relevant curriculum documents are apparent as are essential connections across curriculum and curriculum strands, competencies and/or levels. Links to whole school/service curriculum planning is evident and clearly informed by the appropriate New Zealand curriculum framework and TMAO as required.</li> <li>• The teacher is able to share his/her vision of what a learning programme is going to achieve taking into account ākonga dispositions and specific learning needs and the expectations of the learning community. Teaching practice is informed and supported by accessing, sharing, reflecting on and articulating a diverse range of resources.</li> <li>• The work of ākonga shows evidence the teacher has planned an effective programme that is clearly linked to the curriculum.</li> <li>• The teacher thinks critically about how to implement the curriculum in ways that are inclusive and non-discriminatory and taking the other criteria in this document into account.</li> <li>• Learning intentions and criteria for success are clear for all students.</li> </ul>

**Criterion 7:****Promote a collaborative, inclusive and supportive learning environment****Tātaiako Link: Manaakitanga**

<b>Key Indicators:</b>	<b>Key Tasks:</b>	<b>Performance Standard Indicators</b>
<p>i. Demonstrate effective management of the learning setting which incorporates successful strategies to engage and motivate ākonga.</p> <p>ii. Foster trust, respect and cooperation with and among ākonga.</p>	<p>7.1 Participate in teaching observations focussing on the effective learning environment.</p> <p>7.2 Effective use of equipment in the learning setting.</p> <p>7.3 Actively seeking feedback on performance in this criteria area.</p> <p>7.4 Understanding and effectively using questioning techniques. Feedback and feed forward.</p> <p>7.5 Information recorded for reflection.</p> <p>7.6 Understanding and using cooperative and inquiry learning.</p> <p>7.7 Learning setting environment and structure (i.e. seating plans).</p> <p>7.8 Established routines.</p> <p>7.9 There is a consistent and planned response for the management of behaviour.</p>	<ul style="list-style-type: none"> <li>• The teacher uses behaviour management strategies that are appropriate for the promotion of learning. S/he creates a positive, supportive, warm, welcoming and vibrant environment with visual evidence of learning. S/he notices, recognises and responds to ākonga learning dispositions and promotes a culture of success.</li> <li>• It is evident ākonga are engaged in learning and exhibit a high level of task commitment. The learning environment is organised to allow for differentiated learning.</li> <li>• The teacher works to build a positive classroom climate, encouraging ākonga to help each other and reduce negative interactions among ākonga. S/he is a role model for constructive ways of relating to others, using encouragement, positive comments and accepts ākonga points of view and responses.</li> <li>• S/he provides opportunities for ākonga to express their views and encourages constructive criticism and defence of points of view, creating a culture of inquiry, critical analysis and reflection throughout the learning process. S/he shows his/her self as a life-long learner.</li> <li>• Managing conflict in a professional manner.</li> <li>• Active participation in school wide events and activities.</li> </ul>



**Criterion 8:****Demonstrate in practice their knowledge and understanding of how ākongā learn****Tātaiako Link: Ako**

<b>Key Indicators:</b>	<b>Key Tasks:</b>	<b>Performance Standard Indicators</b>
<p>i. Enable ākongā to make connections between their prior experiences and learning and their current learning activities.</p> <p>ii. Provide opportunities and support for ākongā to engage with, practise and apply new learning to different contexts.</p> <p>iii. Encourage ākongā to take responsibility for their own learning and behaviour.</p> <p>iv. Assist ākongā to think critically about information and ideas and to reflect on their learning.</p>	<p>8.1 Observations of other staff members.</p> <p>8.2 Effective planning.</p> <p>8.3 KNOWING the students who are in the class.</p> <p>8.4 Good use of questioning techniques to establish background knowledge.</p> <p>8.5 Listening and acting upon student voice.</p> <p>8.6 Plan in partnership with the students – be able to adapt according to how the lesson is going.</p> <p>8.7 Use of diagnostic testing to establish learning styles and prior knowledge.</p> <p>8.8 Attending relevant PD, particularly relating to strategies.</p> <p>8.9 Evidence of written reflection</p>	<ul style="list-style-type: none"><li>• The teacher acknowledges the background and prior learning of ākongā in order to plan and provide authentic learning experiences. S/he affirms the values and aspirations of ākongā and their whānau through the choice of learning experiences and assessments.</li><li>• The teacher draws on his/her knowledge of human development and his/her knowledge of the ākongā dispositions and their whānau when planning for and interacting with ākongā. S/he uses knowledge of individuals to manage group dynamics to facilitate learning and draws on current research findings to effectively engage Māori learners.</li><li>• There is evidence of support strategies for ākongā whose first language is not the primary language of the education setting.</li><li>• The planning and teaching is meaningful to ākongā and leads to active engagement in learning. Prior learning is established and drawn on so that knowledge is co-constructed with ākongā and the concept of ako should be evident, where teaching and learning roles are interchangeable.</li><li>• Developing relationships with families.</li><li>• Planned 'risk taking'.</li><li>• Use of feedback and feed forward.</li></ul>

**Criterion 9:**

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

**Tātaiako Link:** Tangata whenuatanga

<b>Key Indicators:</b>	<b>Key Tasks:</b>	<b>Performance Standard Indicators:</b>
<p>i. Demonstrate knowledge and understanding of social and cultural influences on learning, by working effectively in the bicultural and multicultural contexts of learning in Aotearoa New Zealand.</p> <p>ii. Select teaching approaches, resources, technologies and learning and assessment activities that are inclusive and effective for diverse ākongā.</p> <p>iii. Modify teaching approaches to address the needs of individuals and groups of ākongā.</p>	<p>9.1 Participate in classroom observations and visits with a specific focus.</p> <p>9.2 Involvement in culturally specific PD – individual, staff, community.</p> <p>9.3 Actively seek feedback on performance in this area from staff, students and whānau.</p> <p>9.4 Contribute to school-wide analysis of performance data by ethnicity.</p> <p>9.5 Using phrases of the learners' languages.</p> <p>9.6 Find out and use school/community cultural resources.</p> <p>9.7 Attend/participate in school related cultural events.</p> <p>9.8 Use of school based cultural leaders/identities.</p>	<ul style="list-style-type: none"> <li>• The teacher demonstrates a repertoire of teaching skills and techniques to support the engagement of ākongā in learning.</li> <li>• The teacher supports language development across all curriculum areas, including strategies to support second language learners. A Māori world view is demonstrably valued in the learning environment and interactions with learners. It is clear that planning, teaching and assessment are linked coherently and effectively.</li> <li>• The teacher notices, recognises and responds to the interests and strengths of each ākongā and views him/her as a confident, capable partner in the learning process. Planning and teaching is responsive to individuals and incorporates learners' choice and differentiated learning strategies. The teacher selects and modifies strategies/approaches and resources, including ICT, based on the effectiveness of learners' previous experiences and engagement.</li> <li>• Academic monitoring and counselling is provided for all ākongā, with advice and guidance given that encourages ākongā to look beyond the immediate horizon and consider future opportunities and possibilities.</li> <li>• Active participation in school-wide events.</li> </ul>

**Criterion 10:****Work effectively within the bicultural context of Aotearoa New Zealand****Tātaiako Link: Tangata whenuatanga**

<b>Key Indicators:</b>	<b>Key Tasks:</b>	<b>Performance Standard Indicators:</b>
<p>i. Practise and develop the relevant use of te reo Māori me ngā tikanga-a-iwi in context.</p> <p>ii. Specifically and effectively address the educational aspirations of ākonga Māori, displaying high expectations for their learning.</p>	<p>10.1 Understand and use existing models of effective practice.</p> <p>10.2 Participate in classroom observations by appropriate observer focussing on this area.</p> <p>10.3 Involvement in PD – individual, staff, community in the context of the Treaty of Waitangi and our bi-cultural history.</p> <p>10.4 Actively seeking feedback on performance in this area from staff, students and whānau.</p> <p>10.5 Access student voice resources within school setting.</p> <p>10.6 Use of student voice to gauge educational aspirations.</p> <p>10.7 Attending cultural events at school or in the local community.</p>	<ul style="list-style-type: none"><li>• The teacher actively promotes and models the correct use of te reo Māori and positive attitudes towards the Māori language as one of the official languages of Aotearoa New Zealand. S/he pronounces te reo Māori correctly in day-to-day practice and demonstrates a growing knowledge of te reo Māori and tikanga Māori.</li><li>• The teacher has a working understanding of how to interact with Māori whānau on a day to day basis. S/he is open to developing his/her knowledge and skills to develop the ability to move comfortably within both cultures. S/he also promotes the ability of ākonga to operate in both cultures.</li><li>• The teacher actively promotes positive learning outcomes for Māori ākonga through application of effective pedagogies, high expectations and understanding of the cultural and social contexts of the ākonga.</li><li>• Inclusive language and inclusive contexts for learning are used and promoted with bicultural experiences visible. The teacher consults whānau about learner needs and aspirations.</li></ul>

**Criterion 11:**

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

**Tātaiako Link:** Wānanga

<b>Key Indicators:</b>	<b>Key Tasks:</b>	<b>Performance Standard Indicators:</b>
<ul style="list-style-type: none"> <li>i. Analyse assessment information to identify progress and ongoing learning needs of ākonga.</li> <li>ii. Use assessment information to give regular and ongoing feedback to guide and support further learning.</li> <li>iii. Analyse assessment information to reflect on and evaluate the effectiveness of the teaching.</li> <li>iv. Communicate assessment and achievement information to relevant members of the learning community.</li> <li>v. Foster involvement of whānau in the collection and use of information about the learning of ākonga.</li> </ul>	<ul style="list-style-type: none"> <li>11.1 Attend relevant in-school meetings.</li> <li>11.2 Attend relevant out of school meetings and/or cluster gatherings.</li> <li>11.3 Attend all syndicate meetings, and internal moderation opportunities.</li> <li>11.4 Be familiar with school assessment requirements and follow the procedures for reporting/filing of results.</li> <li>11.5 Use of research and readings to inform teaching practice.</li> <li>11.6 Attend all report evenings.</li> <li>11.7 Use student voice tools, such as end of unit evaluations.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher critically reflects on information gathered about learning to inform future practice to enrich the environment for learning and to support and extend the ākonga and the next steps in learning.</li> <li>• The teacher knows how to make effective use of appropriate assessment technologies. Good judgement is shown in selection of assessment information.</li> <li>• Assessment information is shared with learners so that they know about their achievement and are able to use this information in their own goal setting for learning.</li> <li>• The teacher communicates assessment information appropriately, effectively and openly with whānau, teachers and ākonga. S/he uses sensitive, informed professional judgements to guide practice and inform the ākonga and whānau of next steps. Assessment information is appropriately recorded and documented and communicated, for example, via reports and kanohi ki te kanohi (face to face) contact.</li> <li>• The teacher uses assessment as a reflective tool e.g. for self-review or evaluation of programmes. Ākonga are involved when evaluating learning programmes. The teacher also engages openly in team discussions with teachers, whānau and other relevant members of the learning community when evaluating the success of learning programmes for all learners and planning for next steps in the teaching and learning programme.</li> <li>• Assessment entered onto e-asTTle and MUSAC as per the assessment timeframe.</li> </ul>

**Criterion 12:****Use critical inquiry and problem-solving effectively in their professional practice****Tātaiako Link: Ako**

<b>Key Indicators:</b>	<b>Key Tasks:</b>	<b>Performance Standard Indicators</b>
<p>i. Systematically and critically engage with evidence and professional literature to reflect on and refine practice.</p> <p>ii. Respond professionally to feedback from members of their learning community.</p> <p>iii. Critically examine their own beliefs, including cultural beliefs, and how they impact on their professional practice and the achievement of ākonga.</p>	<p>12.1 Professional reading.</p> <p>12.2 Professional development.</p> <p>12.3 Classroom observations.</p> <p>12.4 Classroom visits.</p> <p>12.5 Professional discussions.</p> <p>12.6 Engages in positive dialogue regarding feedback.</p>	<ul style="list-style-type: none"> <li>The teacher incorporates metacognitive approaches across all aspects of practice. S/he participates positively in self-review processes. S/he reflects on the effectiveness of communication and professional relationships at a personal and organisational level. Professional learning and self-reflection is undertaken when analysing assessment information.</li> <li>The teacher observes, listens to and learns from colleagues, including observations of his/her teaching practice. S/he engages with external professional associations and uses external opportunities for developing knowledge and skills.</li> <li>The teacher engages critically and collaboratively in examination of teaching and learning within the learning community and professional support networks. Respectful and responsive critical conversations allow for compromise, the management of change and effective group dynamics.</li> <li>The teacher examines his/her own teaching philosophy, values and beliefs and reflects on how that fits with the philosophy, values and beliefs espoused by the learning community and by making modifications to practice where necessary.</li> <li>The teacher understands, values and is able to articulate, his/her own heritage and culture and enables others to foster, articulate and value their own. S/he works to understand how his/her own world views may differ from others' and reflects on the implications of this for ākonga.</li> </ul>

**Signed Teacher:** \_\_\_\_\_ **Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_