

CARTERTON SCHOOL

Teacher Job Description & Attestation record 2016

This document combines and aligns criteria and relevant indicators from the Practising Teacher Criteria and Tātaiakao. Evidence should support indicators across all criteria. Evidence should be supported with reflective statements and evaluations, relating to students' outcomes as well as teacher development.

Teacher:

Responsible to:

PRACTISING TEACHER CRITERIA		CULTURAL COMPETENCIES FOR TEACHERS (FROM TATAIAKO)		
PROFESSIONAL RELATIONSHIPS AND PROFESSIONAL VALUES Fully certified teachers engage in appropriate professional relationships and demonstrate commitment to professional values.				
Criteria	Key Indicators	Competency and Indicators	My evidence	Leader Reflections
1. Establish and maintain effective professional relationships focused on the learning and well-being of ākonga	<ul style="list-style-type: none"> i. engage in ethical, respectful, positive and collaborative professional relationships with: <ul style="list-style-type: none"> ▪ ākonga ▪ teaching colleagues, support staff and other professionals ▪ whānau and other carers of ākonga ▪ agencies, groups and individuals in the community 	<p><u>Whanaunatanga</u></p> <p>Actively engages in respectful working relationships with Māori learners, parents, whānau, hapu, iwi and the Māori community</p> <p>Has respectful working relationships with Māori learners and their whānau which enhance Māori learner achievement.</p> <p>Actively seeks ways to work with whānau to maximise Māori learner success</p>		
2. Demonstrate commitment to promoting the well-being of all ākonga	<ul style="list-style-type: none"> i. take all reasonable steps to provide and maintain a teaching and learning environment that is physically, socially, culturally and emotionally safe 	<p><u>Manaakitanga</u></p> <p>Demonstrates integrity, sincerity and respect towards Māori beliefs, language and culture</p>		

	<p>ii. acknowledge and respect the languages, heritages and cultures of all ākonga</p> <p>iii. comply with relevant regulatory and</p> <p>iv. statutory requirements</p>	<ul style="list-style-type: none"> • Displays respect, integrity and sincerity when engaging with Māori learners and their whānau, hapū, iwi and communities. • Demonstrably cares about Māori learners, what they think and why. • Displays respect for the local Māori culture (ngā tikanga ā-iwi) in engaging with Māori learners, their parents, whānau, hapū, iwi and communities. • Incorporates Māori culture (including tikanga ā-iwi) in curriculum delivery and design processes. • Can describe how the Treaty of Waitangi influences their practice as a teacher in the New Zealand educational setting. 		
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<p>3. Demonstrate commitment to bicultural partnership in Aotearoa New Zealand</p>	<p>i. demonstrate respect for the heritages, languages and cultures of both partners to the Treaty of Waitangi</p>	<p><u>Tangata Whenuatanga</u></p> <p>Affirms Māori learners as Māori – provides contexts for learning where the identity, language and culture ('cultural locatedness')</p> <p>of Māori learners and their whānau is affirmed.</p> <ul style="list-style-type: none"> • Harnesses the rich cultural capital which Māori learners bring to the classroom by providing culturally responsive and engaging contexts for learning. • Actively facilitates the participation of whānau and people with the knowledge of local context, tikanga, history and language to support classroom teaching and learning programmes. • Consciously uses and actively encourages the use of local Māori contexts (such as whakapapa, environment, tikanga, language, history, place, economy, politics, local icons, geography, etc) to support Māori learners' learning. 		
<p>4. Demonstrate commitment to ongoing professional learning and development of personal professional practice</p>	<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><u>Ako</u></p> <p>Takes responsibility for their own learning and that of Māori learners.</p> <ul style="list-style-type: none"> • Consciously plans and uses pedagogy that engages Māori learners and caters for their needs. • Plans and implements programmes of learning which accelerate the progress 		

		<p>of each Māori learner identified as achieving below or well below expected achievement levels.</p> <ul style="list-style-type: none">• Actively engages Māori learners and whānau in the learning partnership through regular, purposeful feedback and constructive feed-forward.• Validates the prior knowledge that Māori learners bring to their learning.• Maintains high expectations of Māori learners succeeding, as Māori.• Takes responsibility for their own development about Māori learner achievement.• Ensures congruency between learning at home and at school.		
<p>5. show leadership that contributes to effective teaching and learning</p>	<p>i. actively contribute to the professional learning community</p> <p>ii. undertake areas of responsibility effectively</p>	<p><u>Wananga</u></p> <p>Participates with learners and communities in robust dialogue for the benefit of Māori learners' achievement</p> <p>Uses specific strategies and protocols for effective communication with Māori parents, whānau, hapū, iwi and community. Communicates effectively with Māori parents and whānau about their child's learning.</p> <p>Engages with Māori learners, whānau, hapū, iwi and Māori communities in open dialogue about teaching and learning.</p> <p>Acknowledges and accesses the expertise that Māori parents, whānau, hapu and iwi offer</p>		

PROFESSIONAL KNOWLEDGE IN PRACTICE Fully certified teachers make use of their professional knowledge and understanding to build a stimulating, challenging and supportive learning environment that promotes learning and success for all ākonga				
Criteria	Key Indicators	Competency and Indicators	My evidence	Leader reflections
6. conceptualise, plan and implement an appropriate learning programme	i. articulate clearly the aims of their teaching, give sound professional reasons for adopting these aims, and implement them in their practice ii. through their planning and teaching, demonstrate their knowledge and understanding of relevant content, disciplines and curriculum documents	<p><u>Ako</u></p> <p>Takes responsibility for their own learning and that of Māori learners</p> <p>Consciously plans and uses pedagogy that engages Māori learners and caters for their needs.</p> <p>Plans and implements programmes of learning which accelerate the progress of each Māori learner identified as achieving below or well below expected achievement levels.</p> <p>Actively engages Māori learners and whānau in the learning partnership through regular, purposeful feedback and constructive feed-forward.</p> <p>Validates the prior knowledge that Māori learners bring to their learning.</p> <p>Maintains high expectations of Māori learners succeeding, as Māori.</p> <p>Takes responsibility for their own development about Māori learner achievement.</p> <p>Ensures congruency between learning at home and at school</p>		
7. Promote a collaborative, inclusive and supportive learning environment	i. demonstrate effective management of the learning setting which incorporates successful strategies to engage and motivate ākonga	<p><u>Manaakitanga</u></p> <p>Demonstrates integrity, sincerity and respect towards Māori beliefs, language and culture</p>		

	<p>ii. foster trust, respect and cooperation with and among ākonga</p>	<ul style="list-style-type: none">• Displays respect, integrity and sincerity when engaging with Māori learners and their whānau hapū, iwi and communities.• Demonstrably cares about Māori learners, what they think and why.• Displays respect for the local Māori culture (ngā tikanga ā-iwi) in engaging with Māori learners, their parents, whānau, hapū, iwi and communities.• Incorporates Māori culture (including tikanga ā-iwi) in curriculum delivery and design processes.• Can describe how the Treaty of Waitangi influences their practice as a teacher in the New Zealand educational setting		
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<p>8. Demonstrate in practice their knowledge and understanding of how ākonga learn</p>	<p>i. enable ākonga to make connections between their prior experiences and learning and their current learning activities</p> <p>ii. provide opportunities and support for ākonga to engage with, practise and apply new learning to different contexts</p> <p>iii. encourage ākonga to take responsibility for their own learning and behaviour</p> <p>iv. assist ākonga to think critically about information and ideas and to reflect on their learning</p>	<p><u>Ako</u></p> <p>Takes responsibility for their own learning and that of Māori learners</p> <ul style="list-style-type: none"> Consciously plans and uses pedagogy that engages Māori learners and caters for their needs. Plans and implements programmes of learning which accelerate the progress of each Māori learner identified as achieving below or well below expected achievement levels. Actively engages Māori learners and whānau in the learning partnership through regular, purposeful feedback and constructive feed-forward. Validates the prior knowledge that Māori learners bring to their learning. Maintains high expectations of Māori learners succeeding, as Māori. Takes responsibility for their own development about Māori learner achievement. Ensures congruency between learning at home and at school. 		
<p>9. Respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals</p>	<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</p>	<p><u>Tangata Whenuatanga</u></p> <p>Affirms Māori learners as Māori – provides contexts for learning where the identity, language and culture ('cultural locatedness') of Māori learners and their whānau is affirmed.</p> <ul style="list-style-type: none"> Harnesses the rich cultural capital which Māori learners bring to the classroom by providing culturally 		

and groups of ākonga	activities that are inclusive and effective for diverse ākonga <ul style="list-style-type: none">iii. modify teaching approaches to address the needs of individuals and groups of ākonga	<ul style="list-style-type: none">responsive and engaging contexts for learning.<ul style="list-style-type: none">• Actively facilitates the participation of whānau and people with the knowledge of local context, tikanga, history and language to support classroom teaching and learning programmes.• Consciously uses and actively encourages the use of local Māori contexts (such as whakapapa environment, tikanga, language, history, place, economy, politics, local icons, geography, etc) to support Māori learners' learning.		
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10. Work effectively within the bicultural context of Aotearoa New Zealand	<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><u>Tangata Whenuatangā</u></p> <p>Affirms Māori learners as Māori – provides contexts for learning where the identity, language and culture ('cultural locatedness') of Māori learners and their whānau is affirmed.</p> <ul style="list-style-type: none">• Harnesses the rich cultural capital which Māori learners bring to the classroom by providing culturally responsive and engaging contexts for learning.• Actively facilitates the participation of whānau and people with the knowledge of local context, tikanga, history and language to support classroom teaching and learning programmes.• Consciously uses and actively encourages the use of local Māori contexts (such as whakapapa environment, tikanga, language, history, place, economy, politics, local icons, geography, etc) to support Māori learners' learning.		
11. analyse and appropriately use assessment information, which has	<p>i. analyse assessment information to identify progress and ongoing learning needs of ākonga</p> <p>ii. use assessment information to give regular and ongoing</p>	<p><u>Wānanga</u></p> <p>Participates with learners and communities in robust dialogue for the benefit of Māori learners' achievement.</p>		

<p>been gathered formally and informally</p>	<p>feedback to guide and support further learning</p> <ul style="list-style-type: none"> iii. analyse assessment information to reflect on and evaluate the effectiveness of the teaching iv. communicate assessment and achievement information to relevant members of the learning community v. foster involvement of whānau in the collection and use of information about the learning of ākonga 	<ul style="list-style-type: none"> • Uses specific strategies and protocols for effective communication with Māori parents, whānau, hapū, iwi and community. • Communicates effectively with Māori parents and whānau about their child's learning. • Engages with Māori learners, whānau, hapū, iwi and Māori communities in open dialogue about teaching and learning. • Acknowledges and accesses the expertise that Māori parents, whānau, hapu and iwi offer 		
<p>12. Use critical inquiry and problem-solving effectively in their professional practice</p>	<ul style="list-style-type: none"> i. systematically and critically engage with evidence and professional literature to reflect on and refine practice ii. respond professionally to feedback from members of the learning community iii. critically examine their own beliefs, including cultural beliefs, and how they impact on their professional practice and the achievement of ākonga 	<p><u>Ako</u></p> <p>Takes responsibility for their own learning and that of Māori learners</p> <ul style="list-style-type: none"> • Consciously plans and uses pedagogy that engages Māori learners and caters for their needs. • Plans and implements programmes of learning which accelerate the progress of each Māori learner identified as achieving below or well below expected achievement levels. • Actively engages Māori learners and whānau in the learning partnership through regular, purposeful feedback and constructive feed-forward. 		

		<ul style="list-style-type: none">• Validates the prior knowledge that Māori learners bring to their learning.• Maintains high expectations of Māori learners succeeding, as Māori.• Takes responsibility for their own development about Māori learner achievement.• Ensures congruency between learning at home and at school.		
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