GLENFIELD INTERMEDIATE Teacher Job Description INSPIRE CHALLENGE EMPOWER



Responsible to: Principal, Deputy Principal, Leader of Learning

- Inspired and Passionate: * Fosters a GROWTH Mindset * Provides quality feedback/feedforward * Is organised * Fosters teacher efficacy (shared beliefs) * Ensures students are assessment capable * Is culturally responsive * Builds rapport/positive relationships * Is reflective and a change agent * Meet the 6 Professional Standards

Primary Objectives:

- Model and promote positive and constructive relationships with staff, students and the community
 Actively engage in professional, GROWTH Coaching conversations
 Value team work and collaborate with others
 Share knowledge, skills and resources
 Explore, recognise and celebrate Maori identity, language and culture, including making good use of local expertise and the local context
 Apply the 'teaching as inquiry' process and strategies with a view to improving practice and student outcomes
 Use classroom practices and implement programmes that engage all learners, accelerate learning of all students so that they experience success
 Use a range of strategies to support sudent agency in co-constructing what and how they learn

Standar	ds for the Teaching Profession	Elaboration	What does this look like at GIS?
	Te Tiriti o Waitangi partnership	Understand and recognise of the unique status of tangata whenua in Aotearoa New Zealand.	Displays knowledge of interests and cultural backgrounds of students
	Demonstrate commitment to tangata whenuatanga and Tiriti o Waitangi partnership 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	Links teaching and learning programmes that acknowledge cultural diversity with particular reference to Māori and Pasifika students e.g te reo lessons
1		Māori.	Attending cultural events in school and the community
			Develop meaningful relationships with community e.g hui/fono
			Practice and develop the use of te reo Māori and tikanga Māori
			Challenge assumptions and perspectives
	Professional learning	Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a	Undertaking PLD and further professional reading
	Use inquiry, collaborative problem- solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.	range of sources. Critically examine how my own assumptions and	Regular reflection documented through the inquiry cycle and Professional Portfolio
			Participates in learning conversations through the Coaching programme
		identities, languages and cultures.	Involvement in PLCs as required
2		Engage in professional learning and adaptively apply this learning in practice.	Using assessment to guide and identify focus area for teacher inquiry
		Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners including learners with disabilities	Actively participates in the GIS Appraisal programme
		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.	Seeks further learning for self by reading discussions with colleagues and online or other PLD outside school (including collaboration with other schools or teachers) Implements visible learning practices in the classroom
			Sharing expertise
			High trust relationships within staff
	Professional relationships Establish and maintain professional	Engage in reciprocal, collaborative learning- focused relationships with: • learners', family and whānau	Teachers know all their students in relation in their lives and needs
3	Lautions and methaviours focused on relationships and behaviours focused on the learning and well-being of each learner.	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	Students feel valued as a member of their class, school and GIS community
			Responds positively to feedback from peers, students and their families
			Teachers follow the OAR principle - Ownership, Accountability, Responsibility
			GROWTH Mindset
		of responsibility.	Empowering and enabling each other
		Communicate clear and accurate assessment for learning and achievement information.	Utilising strengths
			Active participation
			Maintains positive relationships with the school community
			Appropriate and professional communication with colleagues, ākonga and whanau
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Employee Signature:

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Principal Signature:

RESPECT

RESPONSIBILITY

RESILIENCE

Date:

Date:

RELATIONSHIPS