



GLENFIELD INTERMEDIATE Teacher Job Description



INSPIRE CHALLENGE EMPOWER

Name:

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 Māori 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 student agency in co-constructing what and how they learn

Standards for the Teaching Profession	Elaboration	What does this look like at GIS?
<p>1</p> <p>Te Tiriti o Waitangi partnership</p> <p>Demonstrate commitment to tangata whenuatanga and Tiriti o Waitangi partnership in Aotearoa New Zealand.</p>	<p>Understand and recognise of the unique status of tangata whenua in Aotearoa New Zealand.</p> <p>Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi.</p> <p>Practise and develop the use of te reo and tikanga Māori.</p>	<p>Displays knowledge of interests and cultural backgrounds of students</p> <p>Links teaching and learning programmes that acknowledge cultural diversity with particular reference to Māori and Pasifika students e.g te reo lessons</p> <p>Attending cultural events in school and the community</p> <p>Develop meaningful relationships with community e.g hui/fono</p> <p>Practice and develop the use of te reo Māori and tikanga Māori</p> <p>Challenge assumptions and perspectives</p>
<p>2</p> <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>	<p>Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources.</p> <p>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.</p> <p>Engage in professional learning and adaptively apply this learning in practice.</p> <p>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.</p> <p>Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem-solving and learning-focused collegial discussions.</p>	<p>Undertaking PLD and further professional reading</p> <p>Regular reflection documented through the inquiry cycle and Professional Portfolio</p> <p>Participates in learning conversations through the Coaching programme</p> <p>Involvement in PLCs as required</p> <p>Using assessment to guide and identify focus area for teacher inquiry</p> <p>Actively participates in the GIS Appraisal programme</p> <p>Seeks further learning for self by reading discussions with colleagues and online or other PLD outside school (including collaboration with other schools or teachers)</p> <p>Implements visible learning practices in the classroom</p> <p>Sharing expertise</p> <p>High trust relationships within staff</p>
<p>3</p> <p>Professional relationships</p> <p>Establish and maintain professional relationships and behaviours focused on the learning and well-being of each learner.</p>	<p>Engage in reciprocal, collaborative learning-focused relationships with:</p> <ul style="list-style-type: none"> • learners', family and whānau • teaching colleagues, support staff and other professionals • agencies, groups and individuals in the community. <p>Communicate effectively with others.</p> <p>Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility.</p> <p>Communicate clear and accurate assessment for learning and achievement information.</p>	<p>Teachers know all their students in relation in their lives and needs</p> <p>Students feel valued as a member of their class, school and GIS community</p> <p>Responds positively to feedback from peers, students and their families</p> <p>Teachers follow the OAR principle - Ownership, Accountability, Responsibility</p> <p>GROWTH Mindset</p> <p>Empowering and enabling each other</p> <p>Utilising strengths</p> <p>Active participation</p> <p>Maintains positive relationships with the school community</p> <p>Appropriate and professional communication with colleagues, ākonga and whanau</p>

4	<p>Learning-focused culture</p> <p>Develop a culture which is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.</p>	<p>Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning.</p> <p>Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks.</p> <p>Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs.</p> <p>Manage the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural and emotional safety.</p> <p>Create an environment where learners can be confident in their identities, languages, cultures and abilities.</p> <p>Develop an environment where the diversity and uniqueness of all learners is accepted and valued.</p> <p>Meet relevant regulatory, statutory and professional requirements.</p>	<p>Whole school culture where students feel safe, supported and empowered</p> <p>Create a learning focused classroom culture</p> <p>Celebrating diversity and uniqueness</p> <p>Robust discussions with colleagues about professional practice</p> <p>High expectations for all learners</p> <p>Understanding a range of innovative and inquiry learning approaches</p> <p>Ensure all students have access to move about freely and allow collaboration over learning to occur</p> <p>Students are active participants and leaders in their own learning</p> <p>Students are aware of their own progress and are actively setting relevant learning goals</p>
5	<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>	<p>Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners.</p> <p>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.</p> <p>Design and plan culturally responsive, evidence-based approaches which reflect the local community and Te Tiriti o Waitangi partnership in New Zealand.</p> <p>Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners.</p> <p>Informed by national policies and priorities.</p>	<p>Differentiated, adaptive and responsive to current student levels</p> <p>Assessment capable learners</p> <p>Giving students agency over their learning</p> <p>Effectively uses a range of digital technologies to engage ākonga and enhance their learning</p> <p>Fosters a GROWTH Mindset</p> <p>Create a culturally responsive evidence based approach to learning</p> <p>Students identify learning needs and next steps in order to design their learning programme</p> <p>Teachers scaffold to lead to students agency</p>
6	<p>Teaching</p> <p>Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.</p>	<p>Teach in ways that ensure all learners are making sufficient progress, monitor the extent and pace of learning, focusing on equity and excellence for all.</p> <p>Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori.</p> <p>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.</p> <p>Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning.</p> <p>Teach in ways which enable learners to learn from one another, to collaborate, to self-regulate, and to develop agency over their learning.</p> <p>Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning.</p> <p>Screen reader support enabled.</p>	<p>Every student makes at least 1 years progress</p> <p>Coverage of the curriculum learning areas</p> <p>Adaptive / differentiated curriculum based around student interests</p> <p>Having assessment capable learners who understand and use learning progressions</p> <p>Student agency is used to drive curriculum decisions</p> <p>Providing effective feedback and feedforward</p> <p>Clarity around learning</p> <p>Taking collective responsibility for all learners</p> <p>Collective teacher efficacy (high standards and belief that all ākonga can learn and succeed</p> <p>Use of inquiry to inform planning and teaching</p> <p>Develop student agency - e.g peer to peer teaching, student input into planning/lessons/assessment</p>

Employee Signature: _____

Date:

Principal Signature: _____

Date:

RESPECT RESPONSIBILITY RESILIENCE RELATIONSHIPS