Macintosh HD:Users:principal:Documents:Vision Rapaura:REACH Logo - Chosen.pdf**RAPAURA SCHOOL: Scale A Primary Teacher Job Description (incorporating Code of Professional   
Responsibility and Standards for the Teaching Profession)**

**POSITION:** Scale A Teacher

**RESPONSIBLE TO:** Principal

**SUPPORTED BY:** Board of Trustees, Co Principals, staff, community Relevant Educational agencies

**GENERAL AIM:**  
To work together with the Board of Trustees, Principals and staff to provide positive and effective educational, professional and instructional leadership that will enable Rapaura School to achieve its Vision and Charter goals.

**VISION:**  
At Rapaura School we **REACH** from within and to the community as we strive for **SUCCESS**.

*Me ka tuohu koe, Me he maunga teitei.*

**MAJOR GOALS:**The teacher’s major goals will be to:

* provide innovative programmes which allow for effective learning opportunities
* take responsibility for the care of the children during the day
* work flexibly to support the collaborative journey across the school
* be fully involved in professional development as appropriate
* communicate effectively with parents/caregivers
* communicate effectively with the community and be fully involved in school-community events
* liaise with the wider community to facilitate rich learning opportunities

**KEY TASKS/EXPECTED RESULTS**

In striving for these major goals, the teacher’s principle aim will be to undertake the key tasks as identified in this job description and to achieve the performance indicators specified in the Code of Professional Responsibility and Standards for the Teaching Profession document.  
In addition, the teacher will inquire into their own teaching practice and use evidence based pedagogy as part of the Teacher Inquiry approach.

**KEY RESPONSIBILITIES:**  
In striving for these major goals, the teacher will ensure that the following Key Responsibilities and Leadership Responsibilities are satisfactorily undertaken, as linked to the Professional Responsibility and Standards for the Teaching Profession that have been identified for all registered teachers.

* Participate in an effective working team committed to maintaining the principles and values contained in the school’s Charter
* Maintain a culture of mutual accountability and support within the school
* Ensure that children are learning and meeting the objectives of the NZ Curriculum

**CURRICULUM LEADERSHIP RESPONSIBILITES**

* Integration of e-Learning across the curriculum
* Support and develop teaching practices in modern learning environments.
* Lead and support Inquiry based learning.

**OUR CODE OUR STANDARDS**

As teachers, we respect our trusted position in society and recognise the influence we have on learners, their understanding of the world and the future wellbeign of our society.

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**THE CODE OF PROFESSIONAL RESPONSIBILITY**

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| 1. COMMITMENT TO THE TEACHING PROFESSION |
| I will maintain public trust and confidence in the teaching profession by: |
| 1. demonstrating a commitment to providing high-quality and effective teaching |
| 2. engaging in professional, respectful and collaborative relationships with colleagues. |
| 3. demonstrating a high standard of professional behaviour and integrity |
| 4. demonstrating a commitment to tangata whenuatanga nad Te Tirit of Waitangi partnership in the learning environment |
| 5. contributing to a professional culutre that supports and upholds this Code. |

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| 2. COMMITMENT TO LEARNERS |
| I will work in the best interests of learners by: |
| 1. promoting the wellbeing of learners and protecting them from harm |
| 2. engaging in ethical and professional relationships with learners that respect professional boundaries |
| 3. respecting the diversity of the heritage, language, identify and culture of all learners |
| 4. affirming Maori learners as tangata whenua and supporting their educational aspirations |
| 5. promoting inclusive practices to support the needs and abilities of all learners |
| 6. being fair and effectively managing my assumptions and personal beliefs. |

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| 3. COMMITMENT TO FAMILIES AND WHANAU |
| I will respect the vital role my learners’ families and whanau play in supporting their children’s learning by: |
| 1. engaging in relationships with families and whanau that are professional and respectful |
| 2. engaging families and whanau in their children’s learning |
| 3. respecting the diversity of the heritage, language, identity and culture of families and whanau. |

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| 4. COMMIMENT TO SOCIETY |
| I will respect my trusted role in society and the influence I have in shaping futures by: |
| 1. promoting and protecting the principles of human rights, sustainability and social justice. |
| 2. demonstrating a commitment to a Tiriti o Waitangi based Aotearoa New Zealand. |
| 3. fostering learners to be active participants in community life and engaged in issues important to the wellbeing of society. |

**STANDARDS FOR THE TEACHING PROFESSION**

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| STANDARD | | ELABORATION OF THE STANDARD |
| **Te Tiriti o Waitangi partnership** Demonstrate commitment to tangata whenuatatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand. | | * Understand and recognise the unique status of tangata whenau 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 Maori. |
| **Professional learning** Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners. | | * Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources. * Critically examine how my own assumptions and beliefs, inlcuding cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities, languages and cultures. * Engage in professional learning and adaptively apply this learning in practice. * 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. * Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem solving and learning-focused collegial discussions. |
| **Professional relationships** Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner. | | * Engage in reciprocal, collaborative learning-focused relationships with:   - learners, families and whanau  - 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 of responsibility. * Communicate clear and accurate assessment for learning and achievement information. |
| **Learning-focused culture** Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety. | | * Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning. * Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks. * Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs. * Manage the learning setting to ensure access to learning for all and to maximise learners’ physical, social, cultural and emotional safety. * Create an environment where learners can be confident in their identities, languages, cultures and abilities. * Develop an environment where the diversity and uniqueness of all learners are accepted and valued. * Meet relevant regulatory, statutory and professional requirements. |
| **Design for learning** Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner’s strengths, interests, needs, identities, languages and cultures. | | * Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners. * 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. * Design and plan culturally responsive, evidence-based approaches that reflect the local community and Te Tiriti o Waitangi partnership in New Zealand. * Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners. * Design learning that is informed by national policies and priorities. |
| **Teaching** Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace. | | * Teach in ways that ensure all learners are making sufficient progress, and monitor the extent and pace of learning, focusing on equity and excellence for all. * Specifically support the educational aspirations for Maori learners, taking shared responsibility for these learners to achieve educational success as Maori. * 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. * Provide opportunities and support for learners to engage with, practise and apply learning to different context and make connections with prior learning. * Teach in ways that enable learners to learn from one another, to collaborate, to self-regulate and to develop agency over their learning. * Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning. |