

Job Description

1. **Job Title:** Kaiako Kōhukahuka - Early Childhood Teacher
2. **Reporting to:** Kaiwhakahaere Operations Leader
3. **Section:** Little Citizens
4. **Date last changed:** May 2021
5. **Version:** 5.1

6. **Job Objective:** To ensure Little Citizens Early Learning Centre meets its obligations to clients, The Mission and Government agencies to provide a high quality Early Childhood service.

7. Declaration

The duties of this role are not limited to those listed below, but include others as are required to assist in the operation of The Mission, as determined by the Kaiwhakahaere Operations Leader.

This Job Description will be reviewed annually, after consultation with the position holder, and it is intended that these updates will capture the bulk of tasks associated with the role at that time. Additionally, the Kaiwhakahaere Operations Leader may authorise a new Job Description at any time.

8. Key Tasks

- To implement Te Whāriki – Early Childhood curriculum
- To provide an environment that is welcoming and supportive of whānau.
- To work effectively with other teachers and staff as part of a co-operative team.
- To meet the requirements of the Registered Teacher Criteria:

9. Job Responsibilities

Key Tasks	Elements
<p><i>Learning Focused Culture</i> Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety</p>	<ul style="list-style-type: none"> • Develop and nurture a learning environment that values Māori language, tikanga and values as the norm to ensure Māori are achieving education success as Māori • Demonstrate high expectations for the learning outcomes of all tamariki. • Develop learning-focused relationships with tamariki, 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 tamariki so that they experience an environment in which it is safe to take risks. • Manage the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural and emotional safety. • Create an environment in which tamariki can feel confident in their identities, language and culture • Develop an environment where the diversity and uniqueness of all learners are accepted and valued. • Meet relevant regulatory, statutory and professional requirements

<p><i>Professional Relationships</i> Establish and maintain professional relationships and behaviors focused on the learning and wellbeing of each learner.</p>	<p>Engage in reciprocal, collaborative learning-focused relationships with:</p> <ul style="list-style-type: none"> • tamariki and whānau • teaching colleagues, support staff and other professionals • mana whenua, Kai Tahu and the wider Māori community • Agencies, groups and individuals in the community. • Actively engage with tamariki and their whānau in the learning (partnership) through regular, purposeful feedback and constructive feed-forward • Communicate effectively with others. • Actively contribute, and work collegially, in the pursuit of improving personal and organisational practice, showing leadership, particularly in areas of responsibility. • Communicate clear and accurate assessment for learning and achievement information.
<p><i>Design for learning.</i> 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>	<ul style="list-style-type: none"> • Select teaching approaches, resources, and learning and Assessment activities that are underpinned on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners. • Design, plan and implement culturally responsive experiences that affirm the language, practices and history of local mana whenua and Kai Tahu • 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. • 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.
<p><i>Teaching.</i> Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace</p>	<ul style="list-style-type: none"> • 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. • Nurture a learning environment that affirms the identity, language and culture of Māori learners • 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, practice and apply learning to different contexts 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.

<p><i>Professional Relationships</i> Establish and maintain professional relationships and behaviors focused on the learning and wellbeing of each learner.</p>	<p>Engage in reciprocal, collaborative learning-focused relationships with:</p> <ul style="list-style-type: none"> • learners, families and whānau • teaching colleagues, support staff and other professionals • Mana Whenua, Kai Tahu and the wider Māori community • Actively engages Māori learners and whānau in the learning (partnership) through regular, purposeful and constructive feedback • 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.
<p><i>Professional learning</i> Use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.</p>	<ul style="list-style-type: none"> • Inquire into and reflect on the effectiveness of practice continuously, using evidence from a range of sources. • Undertake PD opportunities to increase your awareness, knowledge and cultural competence of Te Ao Māori • 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. • 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. <p>Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem solving and learning focused collegial relationships</p>

<p><i>General Administration</i></p>	<ul style="list-style-type: none"> • Ensure all information and messages are recorded and passed on appropriately. <ul style="list-style-type: none"> • Attends participates and contributes at relevant staff meetings. • Takes responsibility for maintaining the Centre in a hygienic and safe manner. • Maintain professional confidentiality regarding all matters relating to staff, whānau and children in the Centre. • Openly discusses Centre issues with Senior Teachers as appropriate. • Participates in annual performance appraisal. • Undertakes other projects from time to time.
<p>Contributes to the Observation and Assessment practices of the Centre and maintain assigned children's profile books in a professional and attractive manner at all times.</p>	<ul style="list-style-type: none"> • Undertakes scheduled practice observations. • Constructive use of the non-contact time by each staff member. • Systematic and adequate records are kept of observations and progress of children. • Children's profiles will contain strengths-based learning stories of individual children and groups of children, significant photographs and art work.
<p>Supports and guides new staff/beginning teachers and students as appropriate.</p>	<p>Be a support person/buddy for new staff and participate as an associate teacher when appropriate.</p>

8. Authorisations

Staffing	No authority
Contractual	No authority
Financial	No authority

9. Relationships

Functional relationships:	All Teachers Family / Whānau Coordinator Family / Whānau Support Worker and other Mission staff Kaiārahi Tikaka Practice Leader Kaiwhakahaere Operations Leader Volunteers and Students The Community
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10. Person Specification

Qualifications	
<i>Essential</i>	<i>Desirable</i>
	Diploma of Teaching Full / Provisional Teacher Registration First Aid Certificate
Skills	
Essential	Desirable
Time management skills Good planning and organisational skills Good interpersonal skills Experience working with Māori tamariki and their whānau Good written and oral communication skills Administration skills Conflict resolution skills Familiar with early childhood environment and the policies and procedures surrounding this environment Good understanding of early childhood development Familiar with early childhood environment and the policies and procedures surrounding this environment Good understanding of early childhood development	Can demonstrate experience of the use of Te Reo Māori and Tikaka in the learning environment

Personal Qualities	
<i>Essential</i>	<i>Desirable</i>
Flexible and responsive Ability to build rapport with parents and children quickly Must be warm, caring and approachable Displays appropriate strength based actions and mannerisms that are appropriate in working with children Ability to empathise with children Ability to relate well to staff Ability to keep information strictly confidential Ability to create a fun, stimulating environment Creative and innovative Self-motivated and energetic Open minded and non- judgemental Ethical Ability to cope with pressure Ability to work as part of a team Able to use initiative effectively	
Experience	
<i>Essential</i>	<i>Desirable</i>
Previous experience in a similar position within E.C.E.	



II. Authorisation of Job Description

Kaiwhakahaere Operations Leader

Date: 27 May 2021