



POSITION DESCRIPTION

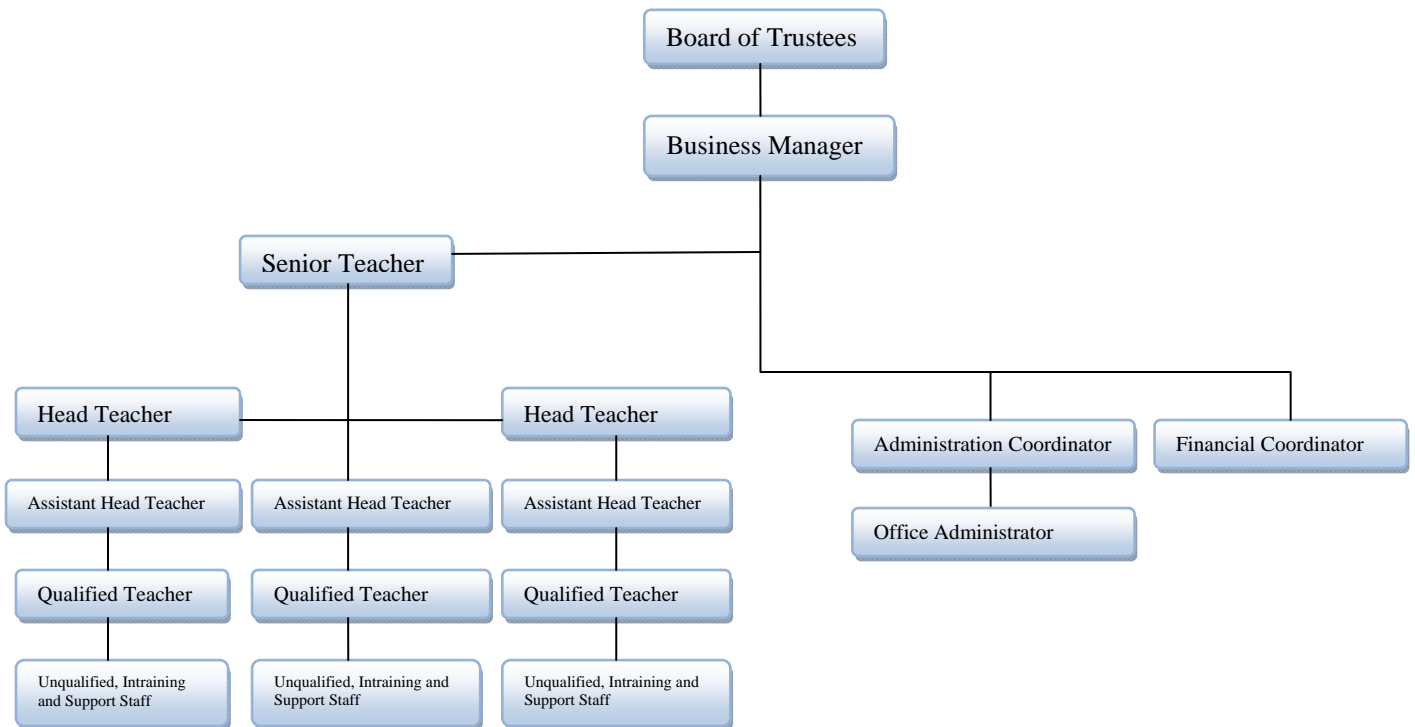
Position Title: Qualified Early Childhood Teachers

Incumbent:

Responsible to: Head/Senior Teacher

Date:

Company Structure:



Purpose:

Qualified Early Childhood Teachers main objective is to work effectively with the Senior Teacher, Assistant Head Teacher and other staff members as part of a cohesive and co-operative team maintaining a consistent positive attitude, a high level of confidentiality and ensuring quality interactions with children

Principle Accountabilities:

Key Area of Accountability	Responsibilities
Professional relationships and professional values	
<ul style="list-style-type: none"> ➤ Establish and maintain effective professional relationships focused on the learning and wellbeing of akonga 	<ul style="list-style-type: none"> ✓ Engage in respectful, positive and collaborative professional relationships with: <ul style="list-style-type: none"> • àkonga/learners • teaching colleagues, support staff and other professionals • whànau/family and other carers of akonga/learners • agencies, groups and individuals in the community
<ul style="list-style-type: none"> ➤ Demonstrate commitment to promote the well-being of all akonga 	<ul style="list-style-type: none"> • take all reasonable steps to provide and maintain a safe physical, social and emotional teaching and learning environment • acknowledge and respect the languages, heritages and cultures of all àkonga • comply with relevant regulatory and statutory requirements
<ul style="list-style-type: none"> ➤ Demonstrate commitment to bicultural partnership in Aotearoa New Zealand 	<ul style="list-style-type: none"> • Demonstrate respect for the heritages, languages and cultures of both partners to the Treaty of Waitangi
<ul style="list-style-type: none"> ➤ Demonstrate commitment to ongoing professional learning and development of personal professional practice with the purpose of enhancing learning outcomes for akonga 	<ul style="list-style-type: none"> • Identify professional learning goals in consultation with colleagues • Participate responsively in professional learning opportunities within the learning community • Initiate learning opportunities to advance personal professional knowledge and skills
<ul style="list-style-type: none"> ➤ Show leadership that contributes to effective teaching and learning 	<ul style="list-style-type: none"> • Actively contribute to the professional learning community • Undertake areas of responsibility effectively
Professional Knowledge and practice	
<ul style="list-style-type: none"> ➤ Conceptualise, plan and implement an appropriate learning programme 	<ul style="list-style-type: none"> • Articulate clearly the aims of their teaching, give sound professional reasons for adopting these aims, and implement them in their practice • Demonstrate their knowledge and understanding of relevant content, disciplines and curriculum documents through their planning and teaching
<ul style="list-style-type: none"> ➤ Promote a collaborative, inclusive and effective learning environment 	<ul style="list-style-type: none"> • Demonstrate effective management of the learning setting which incorporates successful strategies to engage and motivate akonga • Foster trust, respect and cooperation with and among akonga

<p>➤ Demonstrate in practice their practice their knowledge and understanding of how akonga learn</p>	<ul style="list-style-type: none"> • Enable akonga to make connections between their prior experiences and learning and their current learning activities • Provide opportunities and support for akonga to engage with, practise and apply new learning to different contexts • Encourage akonga to take responsibility for their own learning and behaviour • Assist akonga to think critically about information and ideas and to reflect on their learning
<p>➤ Respond effectively to the varied strengths, interests and needs of individuals and groups of akonga</p>	<ul style="list-style-type: none"> • Demonstrate knowledge and understanding of social and cultural influences on learning, by working effectively in the bicultural and multicultural contexts in Aotearoa New Zealand • Select teaching approaches, resources, technologies and learning and assessment activities that are effective for diverse akonga • Modify teaching approaches to address the needs of individuals and groups of akonga
<p>➤ Work effectively within the bicultural context of Aotearoa New Zealand</p>	<ul style="list-style-type: none"> • Practise, develop and teach the relevant use to te reo Maori me nga Tikanga-a-iwi in context • Specifically and effectively address the educational aspirations of akonga Maori, displaying high expectations for their learning
<p>➤ Analyse and appropriately use assessment information which has been gathered formally and informally</p>	<ul style="list-style-type: none"> • Analyse assessment information to identify progress and ongoing learning needs of akonga • Use assessment information to give regular and ongoing feedback to guide and support further learning • Analyse assessment information to reflect on and evaluate the effectiveness of the teaching • Communicate assessment and achievement information to relevant members of the learning community • Foster involvement of whānau in the collection and use of information about the learning of akonga
<p>➤ Demonstrate commitment to critical inquiry and problem-solving in their professional practice</p>	<ul style="list-style-type: none"> • Systemically and critically engage with evidence to reflect on and refine practice • Respond professionally to feedback from other members of the learning community • Critically examine their own beliefs (including cultural beliefs) and how they impact on their professional practice and the achievement of akonga

Competencies:

Communication	<ul style="list-style-type: none"> • Open and direct – communicates in a clear, courteous manner • Actively listens - can accurately summarise what others have said about their points of view, feelings and needs • Uses questions to check whether others have understood, to gain new information from others, and to clarify own understanding • Shows in tone of voice, body language and manner, an empathy with others - is sensitive and responsive to others' feelings and needs • Changes approach if the other person does not understand, or if communication is breaking down • Reads and accurately interprets written policies, procedures and instructions • Writing skills – uses correct spelling and grammar, and proof reads all documentation • Willingly answers questions and concerns raised by others • Keeps others updated with relevant information as required
Work Management	<ul style="list-style-type: none"> • Plans and effectively implements work activities in an environment where interruptions and unexpected events are the norm • Follows through on issues which take time and sustained effort to resolve • Effective time keeping skills • Follows and complies with all standard procedures for work tasks • Prioritises non contact time, ensure assessments are completed • Able to work on, and keep track of, several tasks at once • Uses a logical process or framework when completing tasks • Well organised – meets deadlines & commitments even when interrupted
Team Development	<ul style="list-style-type: none"> • Undertakes appropriate opportunities for staff development • When coaching, breaks complex tasks/skills into manageable components • Works cohesively in a team • Explains the larger picture when explaining tasks/processes/skills to others • Provides regular feedback and coaching to staff
Initiative	<ul style="list-style-type: none"> • Takes responsibility for their duties with little or no oversight • Recognises and takes process improvement actions without being requested to do so. • Is able to make autonomous decisions relating to their area of responsibility • Works without guidance • Takes responsibility for making decisions and taking actions

	<p>relating to their work</p> <ul style="list-style-type: none"> • Has the ability to refer to others when assistance is necessary • Handles problems with minimal guidance • Does not rely on others to get the job done • Times questions and requests for assistance carefully to avoid disruption of others.
Attention to detail	<ul style="list-style-type: none"> • Knows where to find relevant information • Uses appropriate research techniques • Gathers information from a wide range of sources • Approaches fact finding with open, relevant questions • Probes and checks facts, data and information • Notices gaps, discrepancies or changes in the information or data • Retrieves and absorbs key information quickly • Takes care to collect accurate and thorough information

Interactions:

Internal

- Board Members
- Senior Teachers
- Teachers
- Financial Coordinator
- Office Coordinator
- Administration Coordinator
- Ministry of Education
- Families
- Children

Experience/Skills/Qualifications:

- Good understanding of early childhood regulations
- Intermediate level of computer knowledge
- Understanding and knowledge of early childhood policies and procedures
- Understanding of how to work with Board of Trustees
- Must have great interpersonal skills and understand the use of diplomacy
- A minimum entry Qualification for this position is a specifically defined Early Childhood Education Diploma

Policy Name: Qualified Teachers Position Description

Location: Governance, Management and Administration – Position Description

Short footer name	Qualified Teachers Position Description
Consultation	Administration, Staff, BOT
Policy ratified	15 th December 2010
Introduction Date	1 st February 2010 <i>new format 15th December 2010</i>
Automatic review date	December 2012

This policy will need to be reviewed to ensure that it continues to be appropriate and effective. Policy statement should be reviewed:

- if any of the statutory source change or
- if any roles are amended or
- if any part of the policy becomes ineffective or problematic or
- if there are any suggestions for improvement or
- the policy is scheduled for automatic review.

Chairperson

Date