

**POSITION DESCRIPTION**

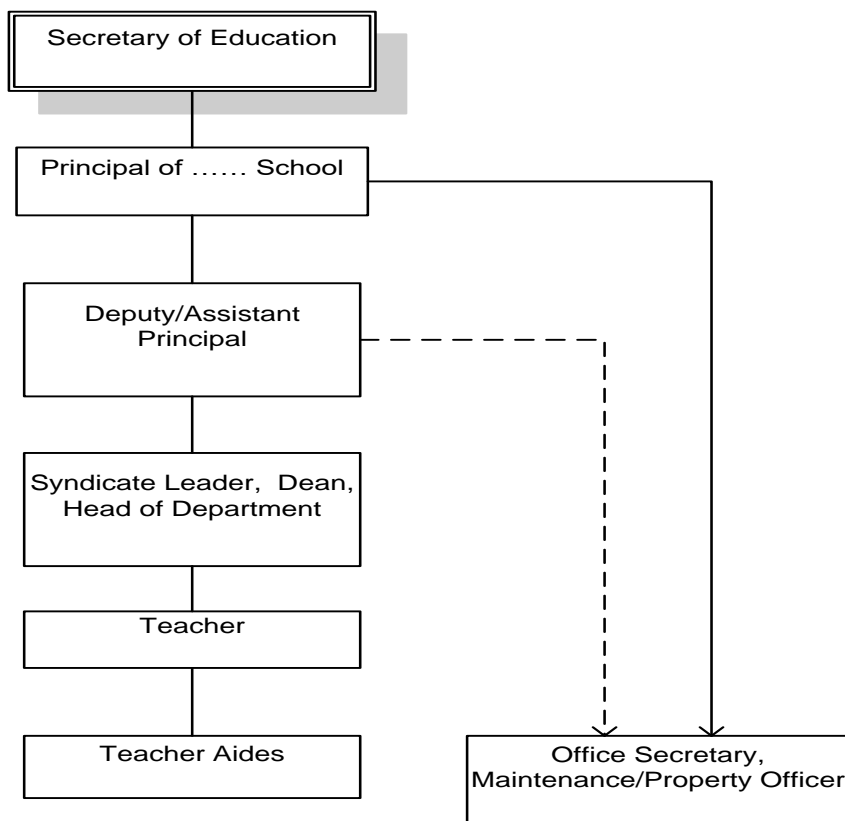
Position Title:	Teacher – NZQA Accredited Secondary and Area Schools
Division:	School
Responsible To:	Principal
Responsible For:	Teacher Aides if allocated to the class
Job Purpose:	<p>To provide, quality learning, teaching and pastoral care support to all students in their assigned care and classes through</p> <ul style="list-style-type: none"> • The effective delivery of the Cook Islands and New Zealand curriculums utilising best practice pedagogy • Establishing effective relationships with students based on mutual respect, recognising the individuality of each student • The effective delivery and maintenance of student pastoral care and support to enhance student well-being • The provision of a safe and healthy learning and teaching environment • Community partnership and engagement with parents, caregivers and stakeholders
Job Classification	
Date:	June 2020

MINISTRY VISION:

Through its vision, the Ministry of Education values the unique nature of the Cook Islands. We contribute to the effective governance of our country and are recognised as leaders in education throughout the region.

The Ministry of Education provides a dynamic and professional environment which promotes and supports lifelong learning through the provision of quality services.

ORGANISATION CHART:



KEY RESULTS AREAS:

K.R.A	Key Performance Indicators
<p>Teaching Practice</p> <ul style="list-style-type: none"> To effectively deliver the prescribed curriculum to all classes Plan, prepare, teach and cater for students of all ability levels Use assessment data to inform future planning and intervention strategies To utilise and manage all learning and teaching resources, effectively and efficiently To act as a role model for students in punctuality, attendance, appearance and attitude 	<ul style="list-style-type: none"> Prepare unit, lesson plans and resources in advance of class and in accordance with school policy Takes into account the needs of individuals and groups when planning Teaching style displays a high level of awareness of students cultural background and caters for individual or group learning needs Gathers a range of assessment information that is valid and reliable indicator of student's progress and ability and keeps this up to date (summative and formative data) Students' learning opportunities are maximised through access to appropriate and properly maintained resources Losses of resources are minimised Student appearance and behaviour reflects positively on the school and the reputation of the school is therefore enhanced
<p>Quality Management Systems (Managing National Assessments)</p> <ul style="list-style-type: none"> The effective delivery of the NZ Curriculum and qualifications managed by NZ Qualifications Authority (NZQA) To ensure the school maintains its accreditation to offer NZQA accredited programmes of learning according to scope of accreditation and relevant MOU. 	<ul style="list-style-type: none"> Plans, prepares, implements and evaluates programs that incorporate unit and achievement standards Student progress and achievement are regularly analysed and intervention strategies implemented to raise achievement levels to meet expected student and program goals – credit tracking Complies with MNA policies and guidelines of NZQA including pre, post and external moderation, FAO, records retention and reporting guidelines Implements outcomes of MNA reviews and requirements within given timelines Assist new staff with meeting the requirements of NZQA Keeps abreast of changes in subject area through subject associations, advisors, online (TKI, NZQA), colleagues in other schools

	<ul style="list-style-type: none"> • Schools accreditation as a provider of NZQA qualifications is upheld and not placed at risk • Participates in school in QMS and MNA reviews • Students' receive subject endorsement or individually at merit and excellence levels
<u>Professional Knowledge and Development</u> <ul style="list-style-type: none"> • To have current knowledge of content and best practice principles and pedagogy that can be applied to the learning situation. • Keep up-to-date with all relevant aspects of the curriculum 	<ul style="list-style-type: none"> • Keeps abreast of changes in curriculum or subject areas(s) • Regularly reflects on and reviews personal performance • Demonstrates a commitment to personal growth and knowledge development • Contributes to ongoing curriculum, assessment and policy review and evaluation including • Participates and contributes to whole school, subject or syndicate professional meetings including those held out of school • Participates in regional or national workshops including those held during the holidays
<u>Student Management</u> <ul style="list-style-type: none"> • Provides a supportive, creative, stimulating, safe and caring environment for students • To monitor student attendance, progress and achievement. • To implement sound strategies in managing student behaviour effectively and within school policy 	<ul style="list-style-type: none"> • Uses positive reinforcement to encourage desired behaviours • Effective classroom layout, displays; health and safety procedures are implemented • Responds effectively and in a timely manner to individual student needs • Communicates effectively with students, staff and parents and caregivers • Student learning is not interrupted and truancy issues are addressed and minimised • Establishes and maintains clear and effective classroom routines
<u>Effective Communication</u> <ul style="list-style-type: none"> • To provide regular and meaningful feedback on student progress and achievements to parents/guardians • Carry out all reasonable requests from senior staff 	<ul style="list-style-type: none"> • Prepares timely, quality reports • Provides constructive and quality advice to parents on student achievement with supportive evidence • All teachers take responsibility for the effective management of the school
<u>Contribution to School</u> <ul style="list-style-type: none"> • To participate in all activities pertaining to the school, in particular duties, meetings, relief teaching and extra curriculum activities • To establish and maintain effective and cooperative working relationships with and between colleagues 	<ul style="list-style-type: none"> • Willingly participates in school activities, including those held out of school hours • Carries out all assigned duties effectively • Builds positive relationships with the community • Actively supports decisions taken by syndicate or school • Reasonable request for information are met in a timely and obliging manner
<u>Professional Conduct</u> <ul style="list-style-type: none"> • Demonstrate professional conduct as expected by an employee of the Cook Islands Public Service • Participate fully and effectively in the teachers' performance management system 	<ul style="list-style-type: none"> • Demonstrates professional conduct at all times • Complies with the values and code of conduct of the CIPS • Complies with the requirements of the MOE teacher's performance management system and teacher's code of ethics • Meets all expected deadlines and reporting requirements as directed by the Principal

WORK COMPLEXITY:

Indicate Most challenging duties typically undertaken:

1	A comprehensive knowledge and understanding of relevant curricula, its strands and the levels within
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2	A current knowledge and be able to demonstrate effective pedagogical practice
3	Self-reflection to inform planning and alternative delivery approaches and methodologies
4	Ability to contextualise students' learning to their own environment to give it relevance and enhance student understanding
5	Be able to deliver lessons effective to multiple ability groups within one classroom
6	Use school and national monitoring data to inform future planning and curriculum delivery and development including NCEA
7	Able to use a range of assessment methods (eg norm referenced, standards based etc) for diagnostic, formative and summative evaluation of student achievement to inform interventions which will improve student outcomes
9	Ability to utilise technology as an enabler of effective learning
10	Provide appropriate supervision of students which assures their health and safety and retention at school
11	Demonstrate planning skills that provide connections to prior learning and experiences, and display competency in evaluation for future planning

AUTHORITY:

Teachers have the following levels of authority:

Financial	Nil (Collection of funds and ensuring their proper recording/receipting may be a task assigned to the teacher by a Principal. All teachers are required to follow the financial practices as set down by the Ministry of Education with regard to purchasing, inventory control and asset management. Input into school budget in area of responsibility)
Staff	Where students with specific learning needs are provided with teacher aide support, the teacher is responsible for the supervision of the teacher aide. From time to time the Principal may allocate additional tasks to a teacher which may involve the supervision of additional staff. In these instances Management Units could be awarded by the Principal in recognition of the additional responsibilities, eg Associate teachers for teacher trainees', mentors, syndicate leader, Dean and/or Heads of Department or Teachers in Charge of curriculum areas.
Contractual	N/A

FUNCTIONAL RELATIONSHIPS:

Teachers are required to demonstrate effective Human Resources Management skills in dealing with all internal and external relationship matters:

Internal	Nature of Contact:	External	Nature of Contact
Senior Staff	<i>School operations and management compliance, staff attendance, student management, areas of responsibility, other matters as required (Heavy)</i>	<i>Community Services</i>	<i>Resource provision, life skills development, learning enhancement opportunities and other matters as required (Routine)</i>

<i>Other School Staff including school support staff</i>	<i>Provision of administration, collegial and professional support, shared planning, student achievement and support, pastoral care, other relevant issues (Heavy)</i>	<i>Government Agencies and NGOs</i>	<i>As specific to the curriculum being delivered and the health and safety of students and other matters as required, (Minimal)</i>
<i>Students</i>	<i>Learning and Teaching, pastoral care, extra-curricular activities, other relevant issues (Heavy)</i>	<i>Professional Associations</i>	<i>Subject specific resources, support and current initiatives (Routine)</i>
<i>Students' Families</i>	<i>Reporting student progress; attendance, behaviour and other matters of relevance (Heavy)</i>	<i>Qualifications authority (NZQA, ITO, SSB)</i>	<i>MNA policy and processes, subject specific support, reporting and other matters (Minimal)</i>
<i>Ministry of Education central administration office</i>	<i>Employment matters including payroll, leave, professional development, performance, competency, and curriculum support and other matters as required. (Light)</i>		

PERSON SPECIFICATION:

Qualification

Level of education required to perform the functions required of the position. This combines formal and informal levels of training and education.

Essential: (least qualification to be competent)	Desirable: (specific qualification for job)
<ul style="list-style-type: none"> • Bachelor's Degree in either Education, Teaching or a related discipline (Secondary teaching) or equivalent and • Diploma in Teaching or equivalent and • Current Cook Islands teacher registration 	Master's Degree in Education (or related discipline)

Knowledge / Experience

The length of practical experience and nature of specialist or managerial familiarity required. This experience is in addition to formal education.

Essential: (least number of years to be competent)	Desirable: (target number of years you are looking for)
A minimum of 4 years tertiary study and practicum followed by: <ul style="list-style-type: none"> • 0-3 years teaching experience for beginning teachers • 4-6 years teaching experience for classroom teachers with NCEA 	<ul style="list-style-type: none"> • As a classroom teacher, have completed two or more years management responsibilities • Experienced teacher have completed three or more years management responsibility to senior levels

<ul style="list-style-type: none"> 7+ years teaching experience for experienced classroom teachers with NCEA 	<ul style="list-style-type: none"> Experience in conducting educational research in field of teaching
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Key Skills /Attributes/Behaviours

Expert	<ul style="list-style-type: none"> Effective delivery of curricula relevant to teaching level (ECE, primary) or specialist subject(s) (secondary) The relevant and appropriate application of learning and assessment theory Extensive range of student behaviour and pastoral care management strategies Clear and effective communication in a range of situations The relevant contextualisation of teaching and learning to students' own environment
Advanced	<ul style="list-style-type: none"> Ongoing monitoring, evaluation and self-review of one's own performance and practice Demonstrated skills and experience in a collaborated approach to cross-curricular delivery Collaborative and collegial teaching style; honest, motivated, flexible, adaptable, innovative and reliable teacher Managing school resources effectively High level of oral and written communication and reporting skills Clearly communicating and consistently applying school's behaviour management policy to students (expected behaviours and consequences for unacceptable behaviour) Involving and gaining support from the students in establishing the rules for the classroom Always assessing and planning to minimise risks to students' physical safety and taking appropriate action Promoting indigenous culture and language Manage and supervise teacher aides and trainee teachers
Working	<ul style="list-style-type: none"> Further developing one's own knowledge and skills Actively participating in professional development Undertaking professional reading relevant to education. IT Level 3 competency achievement Systematic approach to problem solving Ability to be professional and approach challenges professionally
Awareness	<ul style="list-style-type: none"> Knowledge of external developments and innovation in education that are relevant to each respective school context Government legislation and policies particularly those related to education

CHANGE TO JOB DESCRIPTION:

Changes to the Job description may be made from time to time in response to the changing nature of the Ministry's work environment - including technological or statutory changes.

Secretary of Education

Date

Employee

Date