

Position Description

Te Aho o Te Kura Pounamu

Position:	Additional Teacher/Learning Assistant
Team:	In-region
Wahanga:	Learner Services
Location:	Student's home or approved venue (e.g. Advisory)
Reporting to:	Team Leader – Learning Support/ Regional Lead
Salary range:	As per the Teachers Collective Agreement

Purpose Statement

This position is a teaching position, and requires the position holder to be a trained and qualified teacher holding a current NZ Teacher Registration and practicing certificate.

Some aspects of the Additional Teacher/Learning Assistant's role may vary from time to time dependent on the level and learning needs of the student groups allocated to them.

The Additional Teacher/Learning Assistant position supports the Student to engage in their learning and achieve their learning goals.

The position holder will carry out the position duties in a manner that supports and reinforces the vision and values of Te Kura and complies with all Te Kura policies and procedures.

In particular, Te Kura is committed to providing a safe and healthy work environment and complies with the Health and Safety at Work Act 2015. As a position holder you are required to comply with all Te Kura health and safety policies and procedures and to take responsibility for your own actions. The position holder is required to report any health and safety risks and issues to their manager.

Please note whilst working in this position it may not be possible for you to meet all the criteria necessary to satisfy full teacher registration/ practicing certificate renewal. Where you are unable to meet full registration criteria, you may be issued with a subject to confirmation practicing certificate provided you meet the criteria. For example:

Within the last 3 years the applicant must have completed one of the following

- *Six weeks or more of fulltime continuous teaching employment in the NZ education system*
- *80 days of teaching (including day relief) within NZ general education system*
- *Three months of employment in a teaching position in an educational institution outside the general education system*

Key Accountabilities

Key Accountabilities/ Responsibilities	Major Tasks/ Activities
<p>Curriculum</p> <p>Students' educational outcomes are enhanced through the design, and delivery of NZ curriculum educational programmes.</p> <p>Programmes of learning that are relevant, challenging and meet the individual needs, interests and abilities of each student, are developed. Where relevant, career planning and qualification pathways are explored.</p>	<ul style="list-style-type: none"> • Adapt and modify Te Kura teaching programmes for students that meet the requirements of the NZ curriculum • Guide, support and facilitate students' access to learning opportunities that meet the students' learning needs and interests to enable them to become life-long learners • Deliver individual programmes based on Individual Education Plan (IEP) goals • Accompany student(s) attending education outside the classroom activities, if applicable and with prior approval • Coordinate the IEP every six months and ensure the whole team is invited to participate
<p>Student support</p> <p>Students and supervisors are guided and supported to enable the student to engage in authentic and personalised learning experiences, including meeting the requirements of the NZ curriculum and providing opportunities to achieve NZQF standards.</p>	<ul style="list-style-type: none"> • Motivate, guide, mentor and develop students through coaching, building on student strengths, interests and aspirations in life and beyond school • Acknowledge and recognise the different needs of each student and deliver learning to suit the learning style • Coach students to confidently present their work in a variety of ways (e.g. oral, written, technological presentations) to a variety of audiences
<p>Create an engaging teaching and learning environment</p>	<ul style="list-style-type: none"> • Create a professional, safe, trusting and collaborative learning environment for students that focuses on developing and maintaining the relationships needed for effective teaching and learning • Adapt teaching approaches (e.g. lesson presentation) methodology of learning delivery, and assessment techniques to consistently meet the personalised needs of students and NZQA assessment procedures • Assess and give constructive feedback to students • Support and develop every student's full potential • Monitor and adapt goals and expectations • Celebrate student achievement • Encourage and motivate students to develop creativity, innovation, critical thinking, and meta cognitive ability to translate what they have learned into action • Encourage students to stimulate their intellectual curiosity, motivate them to search for relevant information and apply this knowledge to any context in order for students to take ownership of their learning

Cultural and Emotional Responsiveness	<ul style="list-style-type: none"> • Be aware that on occasions the intended programme for the visit may not be carried out due to the family's emotional needs • Support all students to engage and experience academic success by acknowledging their culture, language and identity, in particular priority learners such as Maori and Pasifika • Value identity, language and culture in the delivery of learning to support Maori students engage and experience success (integrate elements of student's identity and culture into the curriculum) • Support Maori students through knowing their potential, set goals and take action to enjoy success (high expectations/access to learning pathways of their choice) • Make learning relevant, engaging, rewarding and positive for Maori students • Collaborate with iwi and Maori organisations to lift student's performance. Collaborate with other organisations to lift all students performance
Collegial Pastoral, vocational and curriculum knowledge, skills and understanding are shared with colleagues and positive connections are made with other curriculum specialists in order to support student learning and provide wrap-around support of student learning	<ul style="list-style-type: none"> • Work in a collegial and co-operative way with all Te Kura staff • Keep in regular contact with the Learning Advisor • Support, advise and modelling to Supervisors and Teacher Aides • Manage/ allocate Teacher Aide/ Learning Assistant workload as and when required • Share and maintain expertise within and across subject specialties • Collaborate, plan and share good practice and contribute to innovation on an on-going basis • Contribute positively to the school's team culture • Proactively share the responsibility for maintaining a safe working environment at all times
Assessment and reporting Assessment information and progress are reported in a timely way in accordance with Te Kura assessment policy and regulatory requirements	<ul style="list-style-type: none"> • Ensure students and supervisors are well informed regarding educational, personal and social progress, goals and achievements • Carrying out assessments using diagnostic tools, observation and task analysis • Evaluating programme implementation • Feeding back information to the Te Kura Learning Advisor to help individualise the student's programme of learning • Complete a monthly written report by the due date and maintain accurate records on student, engagement, interaction and achievement • Discuss sensitive issues with the relevant person at Te Kura before committing information to a written report for wider circulation

Working Relationships

Internal working relationships

- Student's Learning Advisor
- Kaihautau Mātauranga
- Reporting Manager
- Subject Teachers
- Other Te Kura Staff

External working relationships

- Parents/Guardian/Supervisor
- Other professionals working with the student (e.g. Therapists, IHC)

Delegations

Nil

Major Challenges

Qualifications, Attributes and Experience

Essential
<ul style="list-style-type: none">• Knowledge of the purpose, principles and practices underpinning future-orientated learning (3.0 Education, authentic learning and personalised learning)
<ul style="list-style-type: none">• Understanding of the pedagogy and strategies for building compelling online education opportunities
<ul style="list-style-type: none">• Strong pedagogical knowledge
<ul style="list-style-type: none">• Demonstrated successful classroom teaching experience, cross curricula teaching and learning across projects and authentic learning opportunities for students
<ul style="list-style-type: none">• Demonstrated ability to build effective learning relationships and to engage students in relevant learning
<ul style="list-style-type: none">• Demonstrated ability in building effective partnerships/networks/ relationships. For example: iwi, family, supervisors, whanau, community, and/business groups
<ul style="list-style-type: none">• Willingness to innovate and adapt practice to best meet student needs
<ul style="list-style-type: none">• Demonstrated knowledge of Maori and other cultures including understanding the concepts of; <i>Ako</i>, <i>Mannakitanga</i>, <i>Mana motuhake</i>, <i>Nga whakapiringatanga</i>, <i>Wananga</i>, and <i>Kotahitanga</i>, and acknowledgement of New Zealand's multicultural society
<ul style="list-style-type: none">• Demonstrated understanding that Maori students are connected to whanau and should not be viewed or treated as separate, isolated and disconnected, and ability to understand students in their cultural context eg caring for students as Maori or Pasifika
<ul style="list-style-type: none">• Demonstrated knowledge, familiarity and awareness of the NZ curriculum's key competencies, and relevant professional teaching experience
<ul style="list-style-type: none">• Up to date knowledge of NZQA (for secondary positions) and current assessment methods
<ul style="list-style-type: none">• Enthusiastic, positive attitude, empathy with, and understanding of, young people and having high expectations for every student
<ul style="list-style-type: none">• Meets NZTC competencies to maintain current NZ Teacher Registration and holds current Practicing Certificate
<ul style="list-style-type: none">• Demonstrated ability in use of some or all of the following authentic learning related skills:

motivating, coaching, mentoring and scaffolding learning and an awareness of the need for students to learn in authentic contexts
<ul style="list-style-type: none"> • Demonstrated ability to develop student skills in: learning presentation, careers competencies, effective communication, self-reflection and personal promotion.
<ul style="list-style-type: none"> • Demonstrated knowledge, familiarity, and awareness of available technological resources including information and communication technology (ICT) and its capabilities, and the impact of ICT and e-learning on creation and facilitation of students learning environments
<ul style="list-style-type: none"> • Demonstrated understanding of systems thinking
<ul style="list-style-type: none"> • Proven competence in utilising ICT to facilitate Education 3.0 and 21st Century learning in teaching practice, and willingness to learn new systems
<ul style="list-style-type: none"> • Excellent communication skills, including: written, oral and active listening
<ul style="list-style-type: none"> • Demonstrated awareness of the need for students to learn in authentic contexts, and persistence and perseverance to engage in a variety of ways
<ul style="list-style-type: none"> • Experience in developing quality teaching and learning resources in a variety of media
<ul style="list-style-type: none"> • Demonstrated ability to develop personalised programmes of learning
<ul style="list-style-type: none"> • The ability to coach, guide and obtain honest feedback from supervisors in a distance setting

Preferred
<ul style="list-style-type: none"> • Working knowledge and ability in Te Reo or a Pacific language
<ul style="list-style-type: none"> • Specialist knowledge in more than one curriculum area
<ul style="list-style-type: none"> • Awareness of the strategies and practices of distance learning delivery
<ul style="list-style-type: none"> • Working knowledge and experience of: Desire to Learn, Student Management Systems, Online Teaching and Learning Environment (OTLE), Adobe Connect, Video Conferencing and Skype
<ul style="list-style-type: none"> • Active in professional learning communities