

Job Description TEACHER | KAIAKO

Responsible to: The Principal and the Waterloo School Board

Vision Statement: Empowering active learners

Values: Respect, Resilience and Responsibility

All teachers at Waterloo School are expected to meet the [Standards for the Teaching Profession](#), the [Professional Standards](#) and the [Tātaiako Cultural Competencies](#). The [quality practices](#) identified by the school are to be implemented by each teacher and evidence shown.

In order to achieve the goals of Waterloo School all teachers undertake to:

1. Uphold and commit to the school's vision and values.
2. Model and promote warm, respectful and professional relationships with all staff, students and whānau.
3. Be supportive of other staff by communicating openly and being involved in collegial decision making.
4. Be prepared to grow professionally and strive to improve professional practice.
5. View change positively and be committed to supporting school initiatives within and across syndicates
6. Care for the physical, mental, spiritual and emotional safety of our children.
7. Recognise and respond to each child's individual needs, effectively keeping in mind the principles of inclusion, cultural responsiveness and equity.
8. Provide attractive, organised, stimulating and secure learning environments.
9. Engage and add value to the special culture of laughter and fun at Waterloo School.
10. Use the Waterloo effective teaching and learning beliefs listed below as a guiding document.

Key Expectations	Outcomes
Provide a Safe and Inclusive Learning Environment	<ul style="list-style-type: none"> ● Model and promote a culture that values diversity and creates a sense of belonging for all students ● Expect all students to achieve to their full potential and successes and achievements are recognised and valued ● Learning programme is planned to: provide each student with learning experiences and challenges that relate to the NZ Curriculum as well as their interests, needs and goals ● Co-construct a class treaty based on the school values to promote: <ul style="list-style-type: none"> ○ Reduced anxiety ○ A risk taking environment ○ Celebrating successful learning ○ A sense of ownership of their classroom ○ Positive relationships
Be Culturally Responsive	<ul style="list-style-type: none"> ● Create relationships which affirm the cultural backgrounds of students, parents and whānau

	<ul style="list-style-type: none"> ● Integrate aspects of student's identity and culture into the curriculum ● Value the opportunities for students to share their backgrounds and experiences ● Allow for ako (reciprocal teaching and learning)
Produce clear & explicit planning	<ul style="list-style-type: none"> ● Clear purpose and learning intentions and an idea of the success criteria evident in planning ● Planning shows clear links to the NZ Curriculum objectives ● Planning shows differentiation for students' needs ● Reflections recorded on plans - anecdotal notes, changes made ● Assessment tools used to identify next steps in learning ● Planning shows opportunities for use of digital tools, learner agency and higher order thinking
Provide Effective Teaching & Learning Programmes	<ul style="list-style-type: none"> ● Provide opportunities for students to problem solve through authentic and meaningful, rich learning tasks ● Provide support and challenge to cater for a range of learners ● Inquiry follows the Waterloo School inquiry model ● Literacy and Mathematics integrated into inquiry when possible ● Inquiry uses questioning and curiosity to develop an inquiry disposition
Personalise Learning	<ul style="list-style-type: none"> ● Guide and support students to take greater control of their learning ● Plan time and processes for students to set goals and reflect on progress ● Promote ability for students to collaborate, engage in deep thinking, ask and answer questions and learn about learning ● Allow for voice and choice, and opportunities for students to follow their passions ● Give opportunities for students to learn from each other ● Timetable opportunities for students to review their progress or achievement
Provide focused feedback	<ul style="list-style-type: none"> ● Written and oral feedback that is related to goals and learning intentions and feeds forward to next steps for students ● Opportunities provided for teacher, self and peer feedback
Support Positive Behaviour for Learning (PB4L)	<ul style="list-style-type: none"> ● Model the school values 'Be Responsible, Show Respect, Have resilience' ● Deliberately teach expectations and consistently apply them ● Use the acknowledging expected behaviours and discovering inappropriate behaviour strategies developed school-wide ● Keep records on on-going behavioural issues in eTap
Establish Strong Home-School Partnerships	<ul style="list-style-type: none"> ● Welcome and include whānau ● Work in a collaborative and culturally-responsive way with parents, whānau, and students in order to identify, support and value the individual learning and social needs of each child

Teacher

Date

Principal

Date