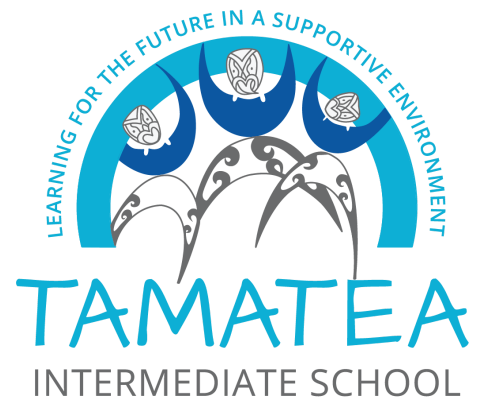


# Selection Criteria - Performing Arts Teacher

2019



Essential Criteria 1	Recognise the importance of culturally responsive practice in meeting the needs of our most vulnerable learners
Essential Criteria 2	Ability and willingness to collaborate and participate in a learning community.
Essential Criteria 3	Understanding of the Arts Curriculum and the ability to engage and inspire through Performing Arts.
Essential Criteria 4	Understand and cater to the unique needs of adolescent learners
Desirable Criteria 1	Can make a significant contribution to the Co curricular life of the school.

## Teacher Job Description

Position: Teacher

Employer: Tamatea Intermediate Board of Trustees

Responsible to: BOT, Principal, Senior Management

Employed under the terms and conditions of the Primary Teachers' Collective Agreement 2016 to 2018.

This position requires the ability to meet the Registered Teacher Criteria.

Teacher Standards	Key Indicators	What this means at Tamatea Intermediate
<b>Te Tiriti o Waitangi partnership</b>  <i>Demonstrate commitment to tangata whenuatanga and Tiriti o Waitangi partnership in Aotearoa New Zealand</i>	Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand.	Te reo and tikanga Maori aspect is included in classroom programmes and put into practice.  Classroom reflects New Zealand's bicultural heritage.

	<p>Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi.</p> <p>Practice and develop the use of te reo and tikanga Māori.</p>	<p>Interactions show an understanding of Treaty issues e.g. the need to celebrate and promote Maori culture.</p> <p>Promote the high aspirations and success of our Maori learners.</p> <p>Promote the high aspirations and success of all learners.</p> <p>Use appropriate community resources as part of the programme.</p>
<p><b>Professional Learning</b></p> <p><i>Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.</i></p>	<p>Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources.</p> <p>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.</p> <p>Engage in professional learning and adaptively apply this learning in practice.</p> <p>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> <p>Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem-solving and learning-focused collegial discussions.</p>	<p>Share own reflections and engage in learning conversations and investigations which improve student outcomes.</p> <p>Share information from own areas of responsibility.</p> <p>Access, or provide, PD and liaise between outside agencies and school within area of responsibility.</p> <p>Take an active part in collaborative planning.</p> <p>Be prepared to actively use “learning conversations” with colleagues to reflect on and improve practice.</p> <p>Identify professional development needs in response to class needs.</p> <p>Maintain a portfolio that demonstrates competency in relation to the Practising Teacher Criteria</p> <p>Take responsibility for own PD e.g. through release time, observations, readings, inviting observations of self, videoing and reflecting on own practice.</p> <p>Reflect on and improve practice for the benefit of student learning and achievement.</p>
<p><b>Professional Relationships</b></p>	<p>Engage in reciprocal, collaborative learning-focused relationships with:</p>	<p>Take a full and active part in all school PD and support other staff in their</p>

<p><i>Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.</i></p>	<ul style="list-style-type: none"> <li>• learners', family and whānau</li> <li>• teaching colleagues, support staff and other professionals</li> <li>• agencies, groups and individuals in the community.</li> </ul> <p>Communicate effectively with others.</p> <p>Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility.</p> <p>Communicate clear and accurate assessment for learning and achievement information.</p>	<p>professional development.</p> <p>Be prepared to actively use “learning conversations” with colleagues to reflect on and improve practice.</p> <p>Reflect on and discuss appropriate professional readings e.g. at staff meetings and PD meetings on ‘going for great’ online learning community.</p> <p>Share assessment data with colleagues as a basis for discussion on practice.</p> <p>Observe and be observed by colleagues and use dialogue to improve teaching and learning.</p> <p>Work collaboratively with community agencies where appropriate.</p> <p>Effectively communicate with parents and caregivers.</p> <p>Adapt communication (style or content) to meet the cultural needs of the learning community.</p> <p>Develop systems where family/whanau can access assessment and progress easily e.g. informal chats, student workbooks, wall displays, class and personal blogs, online portfolios and learners explanations of their learning.</p>
<p><b>Learning Focused Culture</b></p> <p><i>Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.</i></p>	<p>Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning.</p> <p>Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks.</p> <p>Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs.</p>	<p>Accommodate different learning styles within the classroom programme and classroom layout.</p> <p>Develop methods and procedures to ensure that learners are actively involved as partners in their learning.</p> <p>Plan and group learners according to their learning needs.</p> <p>Develop a classroom which provides learners with the opportunity to work in cooperative groups and engage in constructive peer feedback.</p> <p>Establish a classroom based on a trust</p>

	<p>Manage the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural and emotional safety.</p> <p>Create an environment where learners can be confident in their identities, languages, cultures and abilities.</p> <p>Develop an environment where the diversity and uniqueness of all learners is accepted and valued.</p> <p>Meet relevant regulatory, statutory and professional requirements.</p>	<p>relationship which encourages and supports learners to take risks in the learning.</p> <p>Adapt communication (style or content) to meet the cultural needs of the learning community.</p> <p>Use a range of teaching strategies and approaches, both digital and traditional.</p> <p>Reflect on the effect of strategies on learning.</p> <p>Use a range of room layouts and teaching positions.</p> <p>Promote learning strategies which support cultural strengths.</p> <p>Provide opportunities for learners to have an input in the classroom design, teaching styles, and learning programmes.</p>
<p><b>Design For Learning</b></p> <p><i>Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learners strengths, interests, needs, identities, languages and cultures.</i></p>	<p>Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners.</p> <p>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.</p> <p>Design and plan culturally responsive, evidence-based approaches which reflect the local community and Te Tiriti o Waitangi partnership in New Zealand.</p> <p>Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners.</p> <p>Informed by national policies and</p>	<p>Develop a detailed understanding of students in the class shown, through programme planning and delivery method with pedagogical strategies clearly explained and reflected upon.</p> <p>Use curriculum planning that reflects the principles of the NZC and Tamatea Int curriculum model, Curriculum planning is integrated, using the school's curriculum documents as a guide and the relevant NZ curricula as support.</p> <p>Integrated studies planning includes tikanga Maori and ICT integration.</p> <p>Follow the Tamatea Int planning systems, assessment systems, reporting systems and procedures as outlined in the appropriate documentation.</p> <p>Ensure that prior knowledge is gathered and made explicit as a basis for learning.</p>

	<p>priorities.</p>	<p>New learning refers to previous learning.</p> <p>Planning in the core curriculum allows for many opportunities to practice new learning in different ways.</p> <p>Use the inquiry process to build understandings and apply teaching and learning in new ways.</p> <p>Learners goals are frequently updated by learners in response to evidence of achievement.</p> <p>Learners are involved in collaborative setting of success criteria.</p> <p>Learners qualities are promoted as keys to success in learning.</p> <p>Explicit teaching of metacognition and Growth mindset.</p> <p>Explicit teaching of how learning happens – learning to learn.</p> <p>Opportunities for learners to reflect on their learning processes.</p> <p>All planning is based on assessment information (formal or informal) with explicit links to learners needs.</p> <p>Share assessment information with learners.</p> <p>Develop systems for learners to track their own assessment and progress.</p> <p>Keep track of classroom assessment and observations in your own documentation.</p> <p>Complete all formal assessments and reporting to syndicate, principal and parents in a timely manner.</p>
<p><b>Teaching</b></p> <p><i>Teach and respond to learners in a knowledgeable and adaptive</i></p>	<p>Teach in ways that ensure all learners are making sufficient progress, monitor the extent and pace of learning, focusing on equity and</p>	<p>Include a self-reflective element in discussing student achievement.</p> <p>Continue to reflect on your teaching</p>

<p><i>way to progress their learning at an appropriate depth and pace.</i></p>	<p>excellence for all.</p> <p>Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori.</p> <p>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.</p> <p>Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning.</p> <p>Teach in ways which enable learners to learn from one another, to collaborate, to self-regulate, and to develop agency over their learning.</p> <p>Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning.</p>	<p>beliefs to ensure that they are supported by current pedagogical knowledge.</p> <p>Use a clear and transparent classroom behaviour management system.</p> <p>Provide a classroom learning programme which provides for the needs of all students.</p> <p>Set up a class environment that reflects the cultural makeup of the class.</p> <p>Ensure that prior knowledge is gathered and made explicit as a basis for learning.</p> <p>New learning refers to previous learning.</p> <p>Planning in the core curriculum allows for many opportunities to practice new learning in different ways.</p> <p>Use the inquiry process to build understandings and apply teaching and learning in new ways.</p> <p>Learners goals are frequently updated by learners in response to evidence of achievement.</p> <p>Learners are involved in collaborative setting of success criteria.</p> <p>Learners qualities are promoted as keys to success in learning.</p> <p>Explicit teaching of metacognition and Growth mindset.</p> <p>Explicit teaching of how learning happens – learning to learn.</p> <p>Opportunities for learners to reflect on their learning processes.</p> <p>Promote school virtues and values in class and the playground.</p> <p>Develop and deliver a learner-centred classroom programme.</p>
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