



Teacher Job Description

A kaiako position at Rolleston College offers an exciting opportunity to be involved in the creation of a learner centred school. The College is committed to authentic delivery of the NZC and eventually NCEA. A key responsibility for all teachers is to promote the ideals of the school vision, charter and strategic plan through direct responsibility for learning and pastoral needs.

The role of “kaiako” will look different within the Learning Vehicles of Rolleston College (See attached documentation). In Ako Learning teachers will act primarily as Learning Advisors and Whanau Tutors for a group of learners, assisting them with independent inquiry work. In Connected/Core Learning teachers will teach, plan and review learning in a collaborative teaching and learning environment. In Selected/Extension Learning teachers will work either independently or in a co-teaching environment with a group of learners in a specialised area. It is expected that most teachers will teach in at least 2 of the 3 Learning Vehicles. Each kaiako is responsible to and supervised by an assigned Senior Leader and/or Learning Leader.

All staff will actively engage in the school’s appraisal and attestation processes. For teaching staff, progress and performance will be measured against the RTCs. All staff will be expected to adhere to the Rolleston College Code of Conduct (See attached documentation).

Key Area	Indicators
Curriculum	<ul style="list-style-type: none"> • Have content and curriculum knowledge appropriate to develop authentic, conceptually based learning. • Contribute effectively in a collaborative setting to design learning. • Engage in processes related to planning, implementation and review. • Gather, analyse and effectively use assessment information to improve learning, and inform planning. • Teach across curriculum areas to implementation appropriate curricula to nurture and stimulate the cognitive needs of students. • Facilitate learning opportunities for critical skill development of learners in a way appropriate to the learners’ needs and abilities.
Student Empowerment	<ul style="list-style-type: none"> • Assist students to work through the Learning Process allowing space for Questioning, Searching, Understanding, Creating and Celebration. • Assist students with the development of both the Critical Skills and the dispositional curriculum of the Rolleston Spirit. • Guide, advise and challenge students with their personal learning inquiry. • Help students use assessment data to inform their next step learning and learning opportunities. • Assist students to maintain portfolios related to their personalised learning programmes.
Key Area	Indicators

Relationships and Connections	<ul style="list-style-type: none"> ● Contribute to the hauora of learners by forming and building effective positive relationships with them developing an understanding of the complex influences that personal, social and cultural factors may have. ● Provide appropriate pastoral care for learners and maintain records related to this. ● Form, develop and maintain positive and productive relationships with parents, caregivers and whanau. ● Form, develop and maintain professional, positive and productive relationships with staff ● Build positive partnerships with relevant community groups.
Effective Teaching	<ul style="list-style-type: none"> ● Apply best practice in pedagogy. ● Create and develop rich online learning opportunities and spaces. ● Acknowledge that learning and teaching is a collaborative experience ● Develop learning and assessment designed to meet the needs of diverse learners. ● Demonstrate high expectations of all learners that focus on learning and recognise and value diversity.
Professional Engagement	<ul style="list-style-type: none"> ● Be reflective and undertake Professional Learning to improve effectiveness contributing to discussions and personal development on educational issues. ● Attend professional and administrative meetings as required. ● Collaborative planning time will be allocated, where possible, within school hours there is however also an expectation of staff attendance at regular scheduled planning meetings beyond the hours of 8.30am and 3pm. ● Perform supervisory duties as reasonably assigned by the Principal/SLT. ● Be involved with co-curricular student activities ● Continue to develop an understanding and skills in the appropriate usage and accurate pronunciation of te reo Maori ● Be actively involved in the school whanau activities. ● Safeguard the health and safety of learners in all school activities
Name	
Signature	
Date	