

Role Description: Community of Learning teacher (across Community) role

Role description

This new role is for a teacher who has demonstrated highly effective practice and is willing to share this with colleagues across our Community of Learning | Kahui Ako. The Across School lead Teacher will use their expertise to work with colleagues to identify and address area for improvement for all. They will work closely with the lead Principal to focus their effort on meeting the Community shared achievement challenges.

Before being able to be considered for the position, applicants must have:

- current employment as a kaiako/teacher within the Community
- a current practicing certificate
- recent educational leadership experience relevant to the role
- met professional standards relevant to their current position

The purpose and functions of the role are:

Purpose	Function
Promoting best teaching practice within a school	<ul style="list-style-type: none"> ▪ Retain significant (definition to be confirmed) teaching responsibility. ▪ Within their own school as agreed with the kura/school, Board and leadership role in order to retain currency and credibility. ▪ Promote cross kura/school Teacher-led Innovation Fund proposals. ▪ Identify expertise which needs to be developed or linked across the Community. ▪ Support kura/school leaders to implement the agreed actions in the plan. ▪ Liaise with other teaching and learning support roles provided within, or to, schools and kura in the Community. ▪ Coordinate the implementation of the shared achievement challenges plan with the leadership role, other teacher (across Community) roles, teacher (within school) roles and other relevant teaching and support staff within the Community.
Strengthening the use of effective inquiry approaches to teaching and learning across schools to achieve the shared achievement objectives	<ul style="list-style-type: none"> ▪ Lead, at the request of the kura/school leaders, learning groups within the Community, including those focused on 'teaching as inquiry'. ▪ Provide and lead structured opportunities, based on the evidence of best practice for teachers in their Community, to support and assist the ongoing development of effective approaches to 'teaching as inquiry'.

The National Criteria for the teacher (across Community) role are:

Domain: Professional Knowledge in Practice - Ako		
Focus Area	Broad Standards	National Criteria – Applicant demonstrates successful practice and understanding of:
Bicultural knowledge and practice	Leads the development of expertise across the Community in teaching in bicultural and/or bilingual Aotearoa New Zealand, consistent with the Treaty of Waitangi, to support improved ¹ outcomes for Māori students.	<ul style="list-style-type: none"> ▪ Implications and applications of the Treaty of Waitangi in New Zealand educational settings. ▪ Māori enjoying and achieving educational success as Māori. ▪ Working collaboratively on bicultural initiatives.
Planning for success	Leads and works with colleagues to plan, implement and coordinate evidence-based cycles of inquiry that lead to improved ¹ outcomes for diverse (all) learners ³ within the school and across schools within the context of Community's goals.	<ul style="list-style-type: none"> ▪ Negotiating across a range of views on development of collaborative plans and evidence-based cycles of teacher inquiry that have resulted in improved¹ outcomes for diverse (all) learners³.
Effective teaching and learning	Leads and works with colleagues within and across schools to develop expertise consistent with current and relevant research evidence that strengthens teaching to support the learning and achievement ² of every student in ways that recognise their identity, language and culture.	<ul style="list-style-type: none"> ▪ Leading change with colleagues using current and relevant research evidence to support every student to learn and achieve² in ways that recognise their identity, language and culture.
Professional learning	Works responsively with colleagues within the school and across the Community to identify professional learning strengths and needs using a range of evidence and works collaboratively to develop their capabilities to improve ¹ teaching and learning outcomes for diverse (all) learners ³ within the context of Community goals.	<ul style="list-style-type: none"> ▪ Using a range of evidence to identify professional learning strengths and needs and to monitor progress towards goals. ▪ Facilitating collaborative professional learning approaches that improve¹ outcomes for diverse (all) learners³.

Domain – Professional Relationships, Values and Engagement – Mahi Tahī		
Focus Areas	Broad Standards	National Criteria – Applicant demonstrates successful practice and understanding of:
Values	Is open-minded; respects and values the culture, knowledge and expertise of others; shows a willingness to learn and understands their own agency in promoting teaching and learning for all.	<ul style="list-style-type: none"> ▪ Respecting and valuing the culture, knowledge and expertise of others. ▪ Taking agency for own professional development to improve teaching and learning.
Relationships	Demonstrates openness to learning and constructive problem-solving to build and maintain relationships of challenge, trust and respect within their school and home/iwi communities, and across the Community.	<ul style="list-style-type: none"> ▪ Being open collaborative learning and constructive problem-solving. ▪ Building and maintaining relationships of challenge, trust and respect.
Engagement	Activates and develops educationally powerful connections towards shared goals within the school and across the Community of Learning and its communities.	<ul style="list-style-type: none"> ▪ Creating and sustaining educationally powerful connections with the school across the Community and with parents and whānau that lead to improved student outcomes.

The Community has developed the following local criteria for this role:

Community Local Criteria
Applicant demonstrates potential for successful practice and understanding of:
<p>1. Building confidence and commitment across all the CoL schools.</p> <p>1.1 Gaining the confidence of all CoL principals and teachers</p> <p>1.3 Appropriately supporting teachers from new entrants to NCEA</p> <p>1.3 Come to understand the nature of each of the schools in the COL</p>
<p>2. Developing a strategy for gathering, interrogating and sharing valid data</p> <p>2.1 ensuring clean data is available</p> <p>2.2 generating reliability and trust around transition points data</p>
<p>3. Understanding the different contexts of each of the schools in the COL</p> <p>3.1 Has an understanding of the similarities, differences and challenges faced</p> <p>3.2 Uses this knowledge to support positive seamless transitions</p>

4. Informing and engaging the wider community

4.1 Selling the rationale and purpose of collaborative endeavour

4.2 Identifying and building relationships across the wider Twin Coasts educational community.

4.3 Engaging the community in meaningful educational partnerships

¹ Improve/improved should be read as consistent with the general intent of the IES initiative to support system-wide improvement through both 'shift' and 'lift' and the BES meaning of improvement as optimising ongoing educational improvement in valued outcomes for diverse (all) ākonga/learners with a priority for accelerated improvement for ākonga/learners who have been underserved in their education or disadvantaged.

² Achievement should be understood to mean valued outcomes as set out in The New Zealand Curriculum and/or Te Marautanga o Aotearoa and/or Te Aho Matua o nga Kura Kaupapa Māori o Aotearoa and/or Te Piki o te Mahuri including ākonga/student achievement [definition achievement from the IES Working Group Report Part One p.24]

³ The term diverse (all) learners recognises diversity and difference as central to the classroom endeavor and central to the focus of quality teaching –diversity encompasses many characteristics including ethnicity, socio-economic background home language, gender, special needs, disability, and giftedness - teaching needs to be responsive to diversity within ethnic groups for example diversity within Pakeha, Māori, Pasifika and Asian students – We also need to recognise the diversity within individual students influence by intersections of gender, cultural heritage(s) socio-economic background and talent. Evidence shows teaching that is responsive to ākonga/student diversity can have very positive impacts on low and high achievers at the same time – [interdependent research-based characteristics of quality teaching] ... draw upon evidence-based approaches that assist kaiako/teachers to meet this challenge”