MARLBOROUGH GIRLS' COLLEGE
Te Kāreti Kōhine o Wairau

Co-Curriculum Leader Technology

Job Description

Last Updated: December 2024

School Values

At Marlborough Girls' College our values are Kotahitanga, Whanaungatanga and Manaakitanga. The expectation of all staff is to role model and support our values in action and support the school's commitment to Tiriti o Waitangi.

Purpose of Position

The key objectives of this position are:

- To be an aspirational, effective CL who constructively contributes to the vision for learning and strategic development of the College
- To actively promote the values and strategic goals of the school as outlined in the School Charter, Strategic Plan and Annual Plan and detailed in school policies and manual.
- To actively support the Principal and Senior Lead Team in the smooth operation of the school.

Accountability

The CL Technology will report and be accountable to the Principal and SLT in charge of Technology.

Functional relationships

The CL Technology will develop, foster and maintain relationships with the Principal, Senior Lead Team, Curriculum Leaders, Teachers, Guidance, Whānau, Teacher Aides and Students.

Tenure and Allowances

Permanent position with 1MU & 2MMA per Co-Curriculum Leader

Responsibilities specific to this role

- Ensure learning programmes are inclusive so that learners are engaged and achieving their potential.
- Monitor student engagement and achievement (with a focus on priority learners) and follow-up as required.
- Monitor student behaviour and follow up as required.
- Lead regular department meetings to plan and review, develop quality teaching and learning programmes, including culturally and relational pedagogies, e-learning pedagogies, BYOD pedagogies and Spirals of Inquiry.
- Ensure annual appraisals are completed.
- Plan and monitor the provision of PDL opportunities for all Department members.
- Support staff in their professional practice to develop the essential knowledge, capabilities and pedagogies for quality teaching.
- Mentor and support staff to take all reasonable steps to provide and maintain a teaching & learning environment that is physically, socially, culturally & emotionally safe.

Key functions

LEADERSHIP STANDARDS	
Building and sustaining high trust relationships	● Build high trust relationships with students, teachers, other school leaders and whānau within the community ● Strong working relationships are established and sustained with individuals and groups outside of the school including support organisations, staff from other education services and other stakeholders
Building and sustaining collective leadership and professional community	● Develop leadership and knowledge within the organisation and specific department of responsibility ● Ensure knowledge is shared to improve learning and provide opportunities for others to actively contribute to initiatives or extend their personal knowledge and skills
Strategic thinking and planning	● Work closely with organisational leaders in the review of progress and identification of priority areas and roles to support team members ● Use curriculum and pedagogical expertise to actively share strategy for their department
Evaluating practice in relation to outcomes	● Produce and analyse data for the department and identify what the data indicates about own work and impact on learners
Adept management of resources to achieve vision and goals	● Use networks beyond the organisation to gather additional advice or resources relevant to the curriculum and teaching practice that will enrich practice for self and colleagues ● Ensure staff in the department feel valued and supported to grow their capability ● Work with the team to make most effective and efficient use of the time, space and material resources available to them
Embodying the organisation's values, and showing moral purpose, optimism, agency and resilience	● Demonstrate through their behaviour how to treat others and the values expected by the College, as well as how to adapt
TEACHING STANDARDS	
Te Tiriti o Waitangi partnership Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand	● Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand ● Practise and develop the use of te reo and tikanga Māori ● Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi
Professional Learning Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners	● Use inquiry and reflecting to ensure effective practice ● Participate in professional learning and apply any learning as appropriate ● Stay up to date with research and pedagogy to ensure all learners needs are being met ● Assess and respond to feedback from others through collaborative learning-focused problem solving discussions
Professional relationships Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner	● Collaborative learning-focused relationships are developed with all stakeholders including learners, whānau, families, colleagues and other agencies or individuals ● Effectively communicate with others, communicating clearly and accurately around achievement
Learning-focused culture	● Develop learning-focused relationships with learners that grow their personal ownership and responsibility for

Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety	learning ● Build trusting and respectful environment for learners ● Ensure high expectations for all learners ● Ensure environment is accessible for all learners and supports all identities and cultures
Design for learning Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures	● Use teaching approaches and resources based on thorough knowledge of curriculum content and learners needs ● Use appropriate assessment information to monitor progress and identify needs of learners ● Learning opportunities and activities are culturally responsive and student-centred
Teaching Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace	● Monitor progress and pace of learning so that all learners achieve to the best of their ability ● Support and grow Māori learners to achieve success as Māori ● Use and modify a range of teaching strategies and approaches to ensure needs of individuals and groups of learners are met ● Use relevant contexts and connections with prior learning to support progress ● Collaborative teaching and learning is used effectively ● Assessment for learning provides effective feedback to support learning

Other roles and responsibilities as negotiated and agreed between both parties.

Professional Development and Annual Review

The Staff member is expected to set professional goals and participate in the Marlborough Girls' College Appraisal System. Appraisal discussions will help identify strengths, highlight areas of development needing assistance and confirm professional goals. Appraisal will be reviewed with respect to the effectiveness with which the key roles detailed in this job description are being performed.

Personal Health and Safety

The staff member agrees to take all reasonable care to avoid damage to themselves or any other person or school property through any action, inaction or instruction given by myself while representing MGC or using the school property

Signed: _____ Dated: _____

Co-CL Technology

Signed: _____ Dated: _____

Principal | Tumuaki