



# MARLBOROUGH GIRLS' COLLEGE

*Te Kāreti Kōhine o Wairau*

## TEACHER

### Job Description

Last Updated: September 2019

<b>POSITION:</b>	Teacher
<b>ACCOUNTABLE TO:</b>	The MGC School Board through the Principal and Curriculum Leader
<b>FUNCTIONAL RELATIONSHIPS:</b>	Senior Lead Team (SLT) Curriculum Leader (CL) Colleagues
<b>RESPONSIBLE FOR:</b>	The care of designated students' educational needs and learning programmes within the guidelines of the New Zealand National Curriculum and the philosophy and policies of Marlborough Girls' College.
<b>PREAMBLE:</b>	The following description provides a framework for appreciating the responsibilities of the teacher designated above. It is not a detailed account of all duties and tasks which reasonably can be expected of a professional educator at Marlborough Girls' College, nor can it be a substitute for the spirit of collaboration which is encouraged among the teachers, their colleagues, the students, the Board and the Marlborough Girls' College community.

Tasks	Outcomes
<b>PROFESSIONAL STANDARDS</b>	
<b>Te Tiriti o Waitangi partnership</b> Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand	<ul style="list-style-type: none"> <li>Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand</li> <li>Practise and develop the use of te reo and tikanga Māori</li> <li>Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi</li> </ul>
<b>Professional Learning</b> Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners	<ul style="list-style-type: none"> <li>Use inquiry and reflecting to ensure effective practice</li> <li>Participate in professional learning and apply any learning as appropriate</li> <li>Stay up to date with research and pedagogy to ensure all learners needs are being met</li> <li>Assess and respond to feedback from others through collaborative learning-focused problem solving discussions</li> </ul>
<b>Professional relationships</b> Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner	<ul style="list-style-type: none"> <li>Collaborative learning-focused relationships are developed with all stakeholders including learners, whānau, families, colleagues and other agencies or individuals</li> <li>Effectively communicate with others, communicating clearly and accurately around achievement</li> </ul>
<b>Learning-focused culture</b> Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety	<ul style="list-style-type: none"> <li>Develop learning-focused relationships with learners that grow their personal ownership and responsibility for learning</li> <li>Build trusting and respectful environment for learners</li> <li>Ensure high expectations for all learners</li> <li>Ensure environment is accessible for all learners and supports all identities and cultures</li> </ul>

<p><b>Design for learning</b> Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures</p>	<ul style="list-style-type: none"> <li>• Use teaching approaches and resources based on thorough knowledge of curriculum content and learners needs</li> <li>• Use appropriate assessment information to monitor progress and identify needs of learners</li> <li>• Learning opportunities and activities are culturally responsive and student-centred</li> </ul>
<p><b>Teaching</b> Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace</p>	<ul style="list-style-type: none"> <li>• Monitor progress and pace of learning so that all learners achieve to the best of their ability</li> <li>• Support and grow Māori learners to achieve success as Māori</li> <li>• Use and modify a range of teaching strategies and approaches to ensure needs of individuals and groups of learners are met</li> <li>• Use relevant contexts and connections with prior learning to support progress</li> <li>• Collaborative teaching and learning is used effectively</li> <li>• Assessment for learning provides effective feedback to support learning</li> </ul>
<p><b>SCHOOL SPECIFIC STANDARDS</b></p>	
<p><b>Student Behaviour Management</b></p>	<ul style="list-style-type: none"> <li>• Manage student behaviour effectively within MGC restorative practice and systems.</li> <li>• Establish constructive, positive relationships with students.</li> <li>• Be responsive to individual student needs.</li> <li>• Develop and maintain a positive, safe, physical and emotional environment.</li> <li>• Create an environment which encourages respect, understanding and high standards.</li> <li>• Maintain a purposeful working environment that focuses on high standards of achievement.</li> </ul>
<p><b>Contribution to Wider School Activities</b> To contribute to school life.</p>	<ul style="list-style-type: none"> <li>• Support the wider educational, co-curricular and extra-curricular life of the school.</li> <li>• Participate in whole school events and support community and school programmes.</li> </ul>

Signed: \_\_\_\_\_  
Teacher

Dated: \_\_\_\_\_