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

**Role description**

This new role supports kaiako/teachers who have demonstrated highly effective practice available to colleagues across their Community of Learning. Those in the role will focus on improving teaching practices in order to meet the shared achievement challenges. The Community kaiako/teachers will use their expertise to work with colleagues to identify and address problems of professional practice. They will work closely with the Community leadership role 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:**

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| **Purpose** | **Function** |
| **Promoting best teaching practice within a school** | * Retain significant teaching responsibility within their own school in order to retain currency and credibility.
* 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 CoL Lead Principal, other teacher (across Community) roles, teacher (within school) roles and other relevant teaching and support staff within the Community.
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| **Strengthening the use of effective inquiry approaches to teaching and learning across schools to achieve the shared achievement objectives** | * 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’.
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**The National Criteria for the teacher (across Community) role are:**

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| **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]](#endnote-2) outcomes for Māori students. | * 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.
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| **Planning for success** | Leads and works with colleagues to plan, implement and coordinate evidence-based cycles of inquiry that lead to improved1 outcomes for diverse (all) learners3 within the school and across schools within the context of Community’s goals. | * 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.
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| **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]](#endnote-3) of every student in ways that recognise their identity, language and culture. | * 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.
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| **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 improve1 teaching and learning outcomes for diverse (all) learners[[3]](#endnote-4) within the context of Community goals. | * 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.
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| **Domain – Professional Relationships, Values and Engagement – Mahi Tahi** |
| **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. | * Respecting and valuing the culture, knowledge and expertise of others.
* Taking agency for own professional development to improve teaching and learning.
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| **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. | * Being open collaborative learning and constructive problem-solving.
* Building and maintaining relationships of challenge, trust and respect.
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| **Engagement**  | Activates and develops educationally powerful connections towards shared goals within the school and across the Community of Learning and its communities. | * Creating and sustaining educationally powerful connections with the school across the Community and with parents and whānau that lead to improved student outcomes.
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The Community has developed the following local criteria for this role:

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| **Community Local Criteria** |
| **Focus Area** | **Broad Standards** | **Local Criteria** |
| **Catholic** **Character****(Values, Relationship)** | Provide leadership that ensures the authentic Catholic identify of the Community schools is safeguarded and strengthened.  | Leading collaboratively to ensure learners have an opportunity to learn, grow and achieve in a community of faith that is grounded in the values of the Gospel and the knowledge of the uniqueness of each individual.  |
| **Planning for Success** | Able to analyse and interpret and use assessment data to make a difference for learners.Strong understanding of culturally responsive pedagogy. |
| **Professional Learning** | Knowledge and expertise in using a collaborative inquiry model.Understand and promote learner agency. |

1. [↑](#endnote-ref-2)
2. [↑](#endnote-ref-3)
3. [↑](#endnote-ref-4)