



Staff Member	Position	Terms of Employment	Responsible to
	Full time teacher in the Toroa Team (Year 7 and 8), 2018	Primary Teachers Collective	The Principal

Vision for a Marshland Graduate:

Marshland School graduates will have developed the learning dispositions to enable them to become self-motivated, self-regulated learners throughout life.

Learning Dispositions:

Building learning skills in Reading, Writing and Mathematics to enable and to access further learning

Values: Resilience Resourcefulness Reflectiveness Reciprocity

Marshland School believes that success encompasses academic and social success, physical and mental wellbeing. It is about each child having a growth mindset: feeling happy, hopeful, valued and knowing what to do when they are not successful. It is about every child making progress whatever their current functioning level is.

Our core business is learning. We want students to be drivers of their own learning so that each learner knows how they are going, where they are going and where to next.

Teacher effectiveness is at the heart of student success and requires a continuous inquiry into one's practice to ensure the best possible outcomes for every child.

Marshland School is a learning community that continuously learns and collaborates to function effectively.

Key Descriptors of an effective teacher at Marshland School

Professional Responsibilities

- Ensures effective programmes for priority students so that they make accelerated progress (more than one sub level of progress in Literacy and Mathematics), especially Maori and Pasifika students
- Ensures all other students make at least one sub level progress against the National Standards in Literacy and Mathematics.
- Develops and drives own professional learning through ongoing reflection, understanding and implementation of best practice and research about teacher effectiveness in a 21st Century learning environment.
- High Expectations: Is open to new learning and has an attitude of continuous improvement.
- Maintains personal balance and wellbeing.
- Actively contributes towards creating a positive, collaborative learning culture both in your team and whole school.
- Listens: Proactive and open communicator to all stakeholders.
- Is evidenced: Gathers and analyses formal and informal assessment information to further enable learning for the tamariki in your care
- Creatively designs learning based on evidence to meet individual needs
- Inquires into own teaching practice through the Spiral of Inquiry. Develops, plans and implements flexible learning programmes that encourage student ownership within your team

Content Knowledge NZC and 7 Principles of Learning

- Demonstrates a high level of understanding of the New Zealand Curriculum and knowledge and understanding of foundation learning areas (Literacy and Mathematics)
- **Learners at the Centre:** Uses learning progressions to activate learning so that students know "How am I going?", "Where am I going?" and "Where to next?" Ensures all teachers within the team do the same.
- **Emotions are central to motivation and engagement:** Skilfully uses the learning model to deepen understanding and cognitively engages all students about learning.

Building Learning Power

- **Role models what it is to be a learner.**
- Implements and builds learners knowledge of the learning process through our Learning Model.
- **Stretches all Learners:**
- Devises learning programmes that demand hard work and challenge from all but without excessive overload.
- **Assessment for Learning:**
- Is very clear about what is expected, what learners are doing and why. Ensures students are able to fit learning activities into larger knowledge frameworks and become self regulated learners.

- **The Social Nature of Learning:**

- Understands the social nature of learning and actively encourages well-organised cooperative learning such as small and large groups, paired and individual work

- **Building Horizontal Connections:**

- Strongly promotes horizontal connectedness across areas of knowledge and curriculum areas as well as to the community and the wider world.

Relationships and Community

- Promotes a collaborative, inclusive and supportive learning community
- Creates and implements opportunities for students to learn in innovative learning environments
- Builds effective relationships with students and their whanau to further enhance and motivate student learning and achievement
- Makes connections with the wider Marshland School Community and Cluster and openly values diversity and cultural differences
- Is committed to the bicultural partnership in Aotearoa, New Zealand
- Responds effectively to diverse cultural experiences and varied strengths, interests and needs of individual learners
- Supports, coaches, mentors other staff members through observations, feedback and dialogue to grow teacher effectiveness
- Uses the school's Learning Model and Growth Mindsets to actively contribute to creating a positive organisational culture
- Is committed to promoting the wellbeing of all.

Specific Responsibilities:

To work as part of a collaborative team of teachers in the Intermediate part of our school. Specific duties will be negotiated with your Team Leader.

Appraisal:

You will be appraised on the contents of this job description, the Registered Teachers Criteria, Professional Standards and Cultural Competencies (Tataiako). This will sit alongside of your Teacher as Inquiry using the Spiral of Inquiry

[Registered Teachers Criteria](#)

[Tataiako](#)



Signed (Employee)

Signed (Principal)