
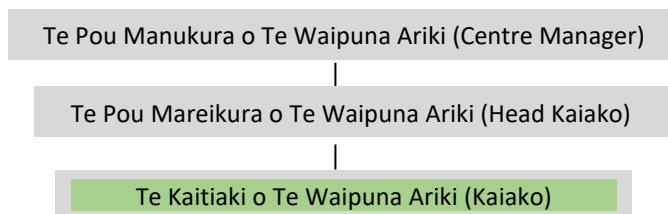


Position Description	 <p>Te Tohu o Te Ora o Ngati Awa Ngati Awa Social & Health Services</p>
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POSITION TITLE	Te Kaitiaki o Te Waipuna Ariki (ECE Kaiako)
LOCATION	Te Waipuna Ariki o Matangireia ECE, Whakatane
REPORTS TO	Head Kaiako / Team Lead / Centre Manager
PURPOSE OF POSITION	<p>This role is responsible for ensuring tamariki are educated and cared for in a safe and hygienic environment. Providing high-quality education and care for tamariki, meeting and fulfilling all legal and statutory requirements.</p> <p>Our Centre is teacher- led, delivering a bilingual curriculum. Kaiako take accountability for the implementation of curriculum and immediate daily care of the tamariki within the Centre. Kaiako are responsible to monitor and maintain health, safety, and wellbeing of each other, the tamariki and their whānau as well as needing to promote and role model kaupapa māori.</p> <p>Kaiako play an active role in our commitment to the revitalisation of te reo māori and increase the knowledge of mātauranga māori for whānau/ mokopuna.</p>
NASH VISION	Te Pou Maataho - Optimum Health and Wellbeing
NASH MISSION	To achieve prosperity and well-being for our whanau and our communities, we service through a high performing organisation.
NASH VALUES	<p>Tika – working with integrity</p> <p>Whakapono – working toward the vision/genuine intent</p> <p>Aroha – compassion and regard for others</p>

REPORTING STRUCTURE



DIRECT REPORTS

Te Pou Manukura o Te Waipuna Ariki (Centre Manager)	Te Pou Mareikura o Te Waipuna Ariki (Head Kaiako)
	Under 2 / Over 2 - Team Lead

KEY RELATIONSHIPS

<p>Internal</p> <ul style="list-style-type: none"> • CEO • Centre Manager, Service Manager • Leadership team and Kaiako • Tamariki and their whanau • Te Tohu o Te Ora o Ngati Awa Kaimahi • Te Tohu o Te Ora o Ngati Awa Trustees • Ngati Awa uri, hapu, Marae 	<p>External</p> <ul style="list-style-type: none"> • Other Iwi • Key Stakeholders • Funding agencies • Government agencies and local government agencies • Community Agencies • Specialist Services
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DELEGATED AUTHORITIES

<p>Human Resources</p> <p>No formal responsibilities to staff</p>	<p>Financial</p> <p>Budget Expenditure: No authority to commit to expenditure.</p> <p>Purchase Orders: No authority to approve or issue.</p>
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Maintain and deliver on professional teaching standards

Our Code and Our Standards links:

- **Professional relationships** Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.
- **Te Tiriti o Waitangi partnership**
Demonstrate commitment to tangata whenuatanga and Tiriti o Waitangi partnership in Aotearoa New Zealand.
- **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.
- **Teaching**
Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace. Strive to be part of an effective and communicative team environment
- **Professional learning**
Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.

***Our code:** Commitment to the teaching profession and Commitment to society.*

What this looks like in practice:

1. To learn and manage the role of teacher / Kaiako in a professional manner at all times.
2. To maintain effective working relationships with Centre Manager and the staff team.
3. To adhere to, follow and implement organisational policies, procedures and practice, regulations, curriculum – legislative expectations.
4. To uphold the values, expectations, vision, philosophy and ethos of the organisation and the Centre.
5. To develop effective relationships with parents, ensuring they are valued and welcomed into the Centre being informed of the Centre philosophy and values, policies and procedures and the curriculum delivered.
6. To adopt and maintain effective working practice – to ensure the activity space / room runs positively and delivers the highest level of care and education.
7. Work as part of the team, creating and engaging in a positive, active, cooperative team philosophy.
8. To participate in the ongoing Teacher Registration program for the Centre - working towards achieving full practising registration.
9. To follow and implement all aspects of health and safety guidelines and expectations within the Centre.

Strive to be part of an effective and communicative team environment

Our Code and Our Standards links:

- **Learning-focused culture** Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration, and safety.
- **Professional relationships** Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.
- **Professional learning**
Use inquiry, collaborative problem-solving and professional learning to improve professional capability to

What this looks like in practice:

1. Lead by example to model consistent standards and behaviours
2. Communicate effectively, regularly and in an appropriate manner with your team members
3. Actively support the development of student Kaiako eg Associate Kaiako for practicums.
4. Collaborate with other team members to provide quality early childhood education and care
5. Ensure you are considerate, attentive, and positive to the needs of other team members and actively support their ongoing development

<p>impact on the learning and achievement of all learners.</p>	<ol style="list-style-type: none"> 6. Practice open communication, working collaboratively with a willingness to problem solve and support team where required to ensure adequate ratios in Centre at all times. 7. Participate in and make effective contributions to staff meetings/ planning hui 8. Actively support the ongoing development of other team members to build a positive team environment 9. Maintain awareness of current issues and use critical reflection of own practice to contribute effectively to the team 10. Actively listens and empathises with others and considers their needs and feelings. 11. Maintains confidentiality processes in the event of being privy to sensitive information.
<p><i>Establish and maintain positive relationships with whānau of tamariki</i></p> <p><u>Our Code and Our Standards links:</u></p> <ul style="list-style-type: none"> • Learning-focused culture Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration, and safety • Professional relationships Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner • <p><i>Our Code: Commitment to learners and Commitment to Families and Whānau</i></p>	<p><i>What this looks like in practice: Parents and Visitors</i></p> <ol style="list-style-type: none"> 1. Highly value and maintain professional relationships with parents – consistently demonstrating hospitality / manaakitanga to ensure they feel welcome, involved and part of the centre. 2. Implement and uphold the Centre's 'open door' policy with parents and staff, allowing for two-way communication. 3. Ensure all communication with parents is appropriate and feedback is provided on a regular basis to parents. 4. Encourage and manage appropriate interactions between staff and children, role modelling and mentoring staff in providing positive, responsive and engaging interactions that support children individually and within groups 5. Respect and maintain confidentiality – as appropriate for the situation/issue raised. 6. Ensure consistent formal and informal communication with parents, children and the community. 7. Engage and participate in centre functions, events and team/ staff meetings.
<p>Adequately complete records and compliance documentation that pertains to the operation of the Centre</p> <p><u>Our codes and Our Standards links:</u></p> <ul style="list-style-type: none"> • Professional relationships Establish and maintain professional relationships and behaviours focused on the learning 	<p><i>What this looks like in practice:</i></p> <ol style="list-style-type: none"> 1. Support and implement an appropriate learning program. 2. Work with teachers/educators to develop and ensure program planning is in advance and meets levels and aspects developmentally. 3. Encourage and manage appropriate interactions between staff and children, role

<p>and wellbeing of each learner</p> <ul style="list-style-type: none"> • Learning-focused culture <p>Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.</p> <p>Our Code: <i>Commitment to learners</i></p>	<p>modelling and mentoring staff in providing positive, responsive and engaging interactions that support children individually and within groups.</p> <ol style="list-style-type: none"> 4. Ensure every child's individual development level is met, including their physical and emotional needs, in the presentation of a learning environment which is inclusive, supportive and promotes collaboration. 5. Work effectively within the bicultural context of New Zealand. 6. Work to demonstrate in practice and knowledge an understanding of how children learn. 7. Demonstrate a respect for diversity responding effectively to the diverse language and cultural experiences, and the varied strengths, interests, and needs of individuals and groups of children. 8. Work to deliver and maintain children's portfolios /learning journeys/learning records. Completing learning story (one per month) - making it available to parents. 9. Study and maintain child learning records to develop analytical skills, using assessment information to review and extend children's learning. 10. Analyse and appropriately use assessment information to advise, develop and extend learning. 11. Work to deliver quality, safety and variety of indoor/outdoor set-ups and invitations for play that facilitate meaningful learning experiences for children and maximise learning and exploration. 12. Ensure resources and equipment are organised attractively and stored and used appropriately. 13. Ensure frequent and meaningful interactions with children, using clear language to extend the child's learning. 14. Ensure children experience where they know they have a place, they feel comfortable with routines, customs and regular events and they know the limits and boundaries of acceptable behaviour.
<p>Equity Mana Taurite - Maintain high personal standards</p> <p>Our Code and Our Standard links:</p> <ul style="list-style-type: none"> • Professional learning <p>Use inquiry, collaborative problem-</p>	<p>What this looks like in practice:</p> <ol style="list-style-type: none"> 1. Adhere to all Te Tohu o Te Ora o Ngati Awa and Te Waipuna Ariki o Matangireia policies and procedures 2. Adhere to the teaching council professional code 3. Carry out teaching practice that is

<p>solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.</p> <p>Our code: <i>Commitment to the teaching profession and Commitment to society</i></p>	<p>inclusive, equitable and culturally appropriate.</p> <ol style="list-style-type: none"> 4. Actively participate in ongoing professional development and learning, self-improvement for the role and development of professional personal practice. 5. Engage in on-going meaningful and open communication with Centre Manager/Head Teacher/ Team leader/ to ensure that issues are dealt with promptly. 6. Participate in and complete self, peer and management appraisals. 7. Engage in ethical and professional relationships that respect professional boundaries. 8. Engage and work closely within a team, to share ideas, review and practice, share and work to deliver and uphold team goals and aims to deliver quality care and education.
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<p>Te Tiriti o Waitangi - Role model and advocate kaupapa māori</p> <p>Our code and our standard links:</p> <ul style="list-style-type: none"> • Te Tiriti o Waitangi partnership Demonstrate commitment to tangata whenuatanga and Tiriti o Waitangi partnership in Aotearoa New Zealand. • Professional relationships Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner • <p>Our code: <i>Commitment to the teaching profession, commitment to learners, commitment to families and whānau, commitment to society.</i></p>	<p>What this looks like in practice:</p> <ol style="list-style-type: none"> 1. Actively protect, participate, and promote the Organisations commitment to Te Tiriti o Waitangi, to achieve equity outcomes for staff and students in a safe, inclusive, and equitable environment. 2. Understands tikanga Māori and its application in the Centre. 3. Able to effectively communicate in Māori in oral and written forms. 4. Attend whānau hui to engage in curriculum planning discussions for mokopuna. 5. Support the kaupapa of Māori events and celebrations to support the embedding of te reo me ngā tikanga throughout our community. 6. Continue to engage in extending and developing own knowledge of, te reo me ngā tikanga, Ngati Awatanga by attending and contributing at Te Pou Mataaho Wananga twice a year
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APPRAISAL – TEACHER CERTIFICATION / RECERTIFICATION

All teaching positions working toward or requiring a Teaching Council Certification will be appraised through a provided Professional Growth Cycle framework, this will include an annual review/assessment against the teaching standards to support ongoing development/performance and certification application or renewal.

All staff have a responsibility for their own health and safety, and that of others who may be affected by their work and their acts or omissions.

Therefore, Te Tohu o Te Ora o Ngati Awa Early Childhood employees will:

- Ensure all Centre spaces both indoors and outdoors, equipment and resources are protected, monitored, maintained, and effectively cared for.
- Report any unsafe or unhealthy working conditions or any faults in equipment to the Centre Manager (or their delegated nominee) This includes; reporting all broken equipment and maintenance issues to their Team Lead / Manager or to Property Maintenance services.
- Manage and implement high standards of health and hygiene – ensuring the highest level of cleanliness and tidiness across the whole of the Centre.
- Promote a positive health, safety, and well-being culture in the Centre.
- To ensure the well-being and safety of children are promoted in the Centre whilst ensuring standards of hygiene are high and safety procedures are always implemented.
- Ensure all areas of the Centre both inside and outside are maintained to the highest level of cleanliness and tidiness.
- Ensure that all appropriate personal protective equipment is worn or used as required
- Appropriately manage and plan for Risk and Challenge play activities and learning experiences
- Ask for assistance if they are unsure what to do
- Make themselves aware of and follow the contents of Te Tohu o Te Ora o Ngati Awa Health and Safety Policy, standards and guidelines
- Undertake all health and safety training and induction, as required
- Familiarise themselves with and adhere to local emergency procedures and how to provide appropriate assistance to others
- Carry out compliance tasks as required in a timely and accurate manner, where safe practice is always of paramount consideration

This job description may be amended at any time following the discussion between the Centre Manager and the member of staff, and will be reviewed annually, or more regularly, in response to the changing needs of the Centre / Organisation.

KNOWLEDGE, SKILLS, EXPERIENCE AND CAPABILITIES | NGA PŪKENGA MOTUHAKE

Requirements outlined below refer to the expectations of an appointee in the “target range” for this role. When recruiting, a candidate may be considered for appointment in the “developing range” if they meet some of the requirements, but not others. We are thus open to considering applicants who do not meet all of these requirements.

Teacher/ Kaiako: Person Specification	Essential	Desirable
Qualifications Tohu mātauranga		
Relevant Teaching Qualification (Holds a B Ed/Dip Teaching Level 7 (ECE or Primary))	Y	
Teacher Certification	Y	
Willing to further their education or certifications in te reo me ngā tikanga		Y
First Aid / Paediatric First Aid / Food Hygiene Qualification		Y
Unqualified / in training positions		
Is studying towards a B Ed/Dip Teaching Level 7 (ECE or Primary)	Y	
Experience / Knowledge Ngā Wheako me ngā Mōhiotanga		
Experience working in a ECE setting / Kōhanga Reo / Kura prior to this role		Y
Knowledge of Health and Safety Expectations		Y
Knowledge of Ministry of Education Expectations		Y
Knowledge of Early Childhood Regulations with high regard to compliance		Y
Knowledge of Te Whāriki or Te Whatu Pokeka Framework and its implementation	Y	
Knowledge and commitment to: Child Protection and SEN Inclusion	Y	
Knowledge and practical experience of implementing good quality learning opportunities		Y
Knowledge and level of fluency in in te reo me ngā tikanga		Y
Use of electronic systems and programmes. I.e. Discover, Educa		Y

Skills and Attributes | Pūkenga

Commitment to quality teaching and learning for self and children	Y	
Ability to create a warm and welcoming environment for all tamariki and parents/whanau		Y
Ability to write detailed reports and keep clear accurate records on the development stages of a child.		Y
Excellent verbal and communication skills, staff, children and parents/whanau	Y	
Ability to self-evaluate learning needs and actively seek learning opportunities		Y
Self-motivated, innovative, reflective, and prepared to think beyond boundaries	Y	
High level of initiative and creativity		Y
Punctuality Honesty and Integrity	Y	
Works well in a team with a strong emphasis on whakawhanaungatanga relationships and collaborative work approach	Y	
Perseverance and Flexibility/Adaptability in the face of challenging circumstances with a respect for confidentiality.	Y	
Kindness and Patience	Y	
Respectful	Y	
Passion and interest in delivering care and learning opportunities and experiences for young children.	Y	

SIGNATURES

On behalf of Te Tohu o Te Ora o Ngati Awa: _____ Date: _____

Signature

Employee: _____ Date: _____

Signature