

POSITION DESCRIPTION

Position Title	ECE Teacher						
Service	Waiapu Kids Te Hapara Whānau Aroha						
Location	Gisborne						
Reporting to	ECE Centre Manager Indirect reporting line to ECE Team Leader						
Direct Reports	No direct reports.						
The Organisation	Anglican Care Waiapu (ACW) is the social services arm of the Anglican Diocese of Waiapu. We have services in Bay of Plenty, Tairāwhiti, Hawke's Bay and Taranaki. We support tamariki, whānau, and communities with our family and community services, early childhood education centres, Whānau Aroha centres, grief counselling services and older people's programmes. Waiapu Kids Early Childhood Services provide quality early childhood education and care reflecting the service philosophy and organisational kaupapa and values.						
Our Vision	Te Oranga Ake – Flourishing Together. Our vision reflects our deep belief that true wellbeing is nurtured through strong relationships, shared purpose, and joyful connection. Whether through early childhood education, family and community services, support for older people or grief programmes, we walk alongside our communities to foster resilience, equity and hope. Together, we are growing a future where Aroha (love), Rongo (peace) and Hari (joy) are lived values – woven into every interaction, every service and every story.						
Our Purpose	Growing Te Oranga Ake o te Iwi o te Ao. To acknowledge, enhance, sustain and restore Te Oranga Ake o te Iwi o te Ao and the wellbeing of communities in the Diocese of Waiapu.						
Values	The values that drive our organisational culture and behaviour: <table> <tr> <td>Aroha (Love)</td><td>A life grounded in love.</td></tr> <tr> <td>Rongo (Peace)</td><td>A life lived in peaceful relationship.</td></tr> <tr> <td>Hari (Joy)</td><td>A life lived with joy seeking to fulfil potential.</td></tr> </table>	Aroha (Love)	A life grounded in love.	Rongo (Peace)	A life lived in peaceful relationship.	Hari (Joy)	A life lived with joy seeking to fulfil potential.
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Position Title	ECE Teacher	
Position Summary	ECE Teachers are responsible for assisting the ECE Centre Manager and ECE Team Leader to ensure the safety and wellbeing of children attending the early learning service while providing quality education to progress the learning of all children as required by <i>Te Whāriki</i>, the early childhood curriculum. ECE Teachers are responsible for implementing the <i>ACW Education Practice Framework</i> where <i>Te Tiriti o Waitangi</i> partnership underpins thoughtful and intentional pedagogy which empowers the child. Teachers must provide a stimulating curriculum which responds to the aspirations and needs of children, whānau and community. They must document and share learning with whānau. Teachers will work as a team to ensure that all legislative requirements are met and ACW policies and procedures are implemented and adhered to. They will also work together to evaluate and strengthen practices in the centre with a focus on ensuring equitable outcomes for children. Certificated teachers are expected to demonstrate a full commitment and dedication to the implementation of the Teaching Council's <i>Code of Professional Responsibility and Standards for the Teaching Profession</i> in their practice and to ongoing growth in meeting these.	
Working Relationships	Internal GM Early Childhood Education ECE Centre/Services Managers Senior Leadership Team Operational Management Team HR Advisor Other Anglican Care Waiapu Staff Diocese Shared Service Staff Parish staff	External Children, Parents, Caregivers and Whānau Ministry of Education ERO (Education review Office) Early Childhood Council Teaching Council ECE Sector groups Social, Health and Professional Service agencies External advisors and consultants Oranga Tamariki Work & Income Iwi Local primary schools
The following expected outcomes are provided as a guide for performance standards in the Key Result Areas (KRA's).		

KRA'S	EXPECTED OUTCOMES
KEY RESULT AREA 1: Curriculum Promote the delivery of high-quality early childhood education through <i>culturally responsive practice</i> and <i>child centred, play-based learning</i> Through this key result area teachers will meet the following Teaching Council Standards: • Te Tiriti o Waitangi Partnerships • Learning Focused Culture • Design for Learning • Teaching	1. Work as a team to design and deliver a local curriculum that incorporates the principles, strands, goals and learning outcomes of Te Whāriki, is consistent with the philosophy and values of ACW and the centre and is responsive to the community and whānau the centre serves. 2. Provide and maintain an aesthetically pleasing and engaging learning environment that reflects the languages, cultures and identities of children and responds to their interests, individual and group planning. 3. Plan and facilitate learning experiences for children that support and promote the cultural heritages and languages of Aotearoa/New Zealand, meaningfully incorporating te reo Māori and tikanga Māori into the everyday life of the centre. 4. Gather, analyse and use appropriate assessment information, identifying progress and planning for the needs of learners. In consultation with whānau, use this information to plan next steps in learning and to identify intentional teaching actions and additional support which may be required, ensuring each child is supported to gain sound foundation skills, including in language, literacy and numeracy. 5. Where additional support is required, participate in referral processes and work alongside learning support and other professionals to plan for and support learning. 6. Use a wide variety of teaching strategies and approaches to learning that are appropriate to a play-based setting and modify these in response to the needs of individuals and groups of learners ensuring all children are actively engaged in learning experiences appropriate to their strengths and interests and the development of their knowledge, skills and working theories. 7. Teach in ways which enable children to learn from each other, to collaborate, to self-regulate and to develop a positive view of themselves as a learner. 8. Engage with children and be intentional and responsive in interactions with them, with a focus on supporting learning. 9. Employ respectful practices in caregiving routines and recognise and act on opportunities for embedding learning in these routines. 10. Plan for and support children's and whānau transitions into, within and out of the centre, helping children develop strategies to cope with change.
KEY RESULT AREA 2: Relationships, Communication and Teamwork To build and maintain <i>quality learning partnerships</i> within the centre, the organisation and the community Through this key result area teachers will meet the following Teaching Council Standards: • Te Tiriti o Waitangi Partnership	1. Uphold the values of the organisation in all interactions and communication. 2. Display welcoming and responsive behaviour to families and visitors. 3. Build and maintain reciprocal, collaborative learning focused relationships with children, families, whānau, colleagues, other professionals, agencies, groups and individuals in the community. 4. Communicate effectively and respectfully with others. 5. Actively contribute to staff meetings and discussion and follow up actions in a timely manner 6. Work collegially to plan for learning and to improve own and organisational practice showing tolerance and respect for a range of views. 7. Work with whānau to agree on goals for children's learning, to design plans for learning and communicate assessment information to them in timely and appropriate ways, respecting whānau as partners in children's education.

KRA'S	EXPECTED OUTCOMES
Professional Relationships	- Demonstrate leadership by mentoring and supporting less experienced teachers and teaching assistants as required. - Use respectful and effective communication techniques in situations where conflict arises. - Ensure the centre is safe, inclusive and free from racism, discrimination and bullying.
KEY RESULT AREA 3: Continuous Improvement To contribute to a culture of continuous improvement through <i>reflective practice and collaborative inquiry</i> Through this key result area teachers will meet the following Teaching Council Standard: - Professional Learning - Professional Relationships	- Actively participate in regular performance reviews and work towards reaching goals agreed with your manager. - Work with your manager to agree on practice goals for own professional growth cycle focused on improving outcomes for tamariki and increasing quality teaching. - Take responsibility for own growth cycle and engage in reflective professional discussions about progress towards meeting goals. - Contribute to processes designed to facilitate continuous improvement such as Internal Evaluation and Annual Planning with a focus on equitable outcomes for learners. Experienced teachers may take a lead in Internal Evaluation. - Participate in professional discussions within the team. - Adapt practice in response to feedback and/or own reflection. - Maintain currency in theory, practice, regulatory requirements and matters relevant to early childhood education. Adapt practice as appropriate. - Undertake professional development and in-service training as discussed with and directed by the manager. - Develop communication competence to enable articulation and robust discussion of teaching practice.
KEY RESULT AREA 4: Health and Safety To promote the well-being and safety of children, whānau, staff and visitors through compliance with internal and external policies, procedures and regulatory requirements	- Promote and demonstrate a safety-first culture. - Take reasonable responsibility for your own health and safety and ensure that your actions don't cause harm to yourself or others - Comply with ACW health and safety policies, procedures and guidelines and relevant legislation such as the <i>Education (Early Childhood Services) Regulations 2008</i>, the <i>Licensing Criteria for centre based ECE services</i> and the <i>Health and Safety in Employment Act</i>. - Participate actively in health & safety processes at the site. - Consistently identify prospective and current hazards and minimize/eliminate risk factors. - Report all incidents and accidents as soon as practicable (including near misses) - Maintain an awareness of, and mitigate, safety and risk in the environment, ensuring safe supervision of all play areas is maintained and reporting any concerns related to health and safety to the manager in a timely way. - Ensure an environment where children feel secure, comfortable and confident, monitoring and addressing behaviour as needed employing positive guidance strategies and supporting social competence. Develop behaviour plans as needed. - Encourage children to develop responsibility for the safety and wellbeing of themselves and others. - Ensure care giving routines occur hygienically and in a timely manner to support children's health and wellbeing. - Maintain familiarity with the organisation's Child Protection Policy and Procedures and ensure any child protection concerns are dealt with promptly as per the procedures.

KRA'S		EXPECTED OUTCOMES
		12. Understand and be aware of cultural considerations which may impact on health and safety matters.
KEY RESULT AREA 5: Organisational expectations		1. Conduct all duties and behaviour in line with Anglican Care Waiapu Policies and Procedures. 2. Demonstrate an understanding of, and commitment to, ACW's vision, mission, strategy, and organisational values. 3. Meet the expectations of the Teaching Council's <i>Code of Professional Responsibility</i> 4. Demonstrate the competencies of <i>Tataiako</i> and <i>Tapasa</i> and employ these in practice. 5. Driving duties as required. 6. Complete any administrative duties relevant to the role 7. Flexibility and willingness to perform a variety of tasks is demonstrated 8. Ensure work priorities, personal workload and stress levels are managed. 9. Act as person responsible as required. 10. Attendance at meetings and training as required 11. Assist other team members within Anglican Care Waiapu to achieve organisational objectives wherever required. 12. Perform other duties that arise from time to time as required.
ROLE REQUIREMENTS		
QUALIFICATIONS / REGISTRATION	Essential • Early Childhood or Primary Teaching Qualification recognised by the Teaching Council of Aotearoa New Zealand • Full or Provisional Teacher Certification (NZ Teaching Council) Desirable • Current First Aid Certificate	
EXPERIENCE, SKILLS AND KNOWLEDGE	Experience • Teaching experience in ECE Sector Skills and Knowledge • Knowledge of legislation and ECE regulations relating to an early learning centre, and a willingness to maintain sector knowledge and professional development • Sound knowledge and understanding of Te Whāriki curriculum • Effective and confident user of ICT devices and platforms including Microsoft Office suite, Office365 and on-line communication platforms and databases. • Experience with StoryPark, desirable • Proven ability to assess and plan for children's learning • A philosophy that complements the organisational values and philosophies • Effective planning and organisational skills with attention to detail • Ability to address challenges in a positive and proactive and constructive manner • Knowledge of child development and educational theory and ability to teach in a play-based learning environment • Ability to lead others and support the growth and development of other teachers • Excellent communication skills	

KRA'S		EXPECTED OUTCOMES	
	• Enthusiasm, energy and a focus on working with young children in an ever-changing environment • Basic understanding of Te Reo & Tikanga Māori and willingness to grow in this area • Ability to actively build relationships with teams, children and whānau • An affinity with the Anglican church and its mission		
Declaration: This position description may be required to be changed from time to time by Management as the requirements of the organisation changes. The employee agrees that the contents of their position description may be amended, added to, or varied from time to time by the employer, after consultation with the employee.			
Date Effective			
Employee name and signature		Date	
Signed on behalf of Employer Manager Name and signature		Date	