

## POSITION DESCRIPTION

Position Title	ECE Teaching Assistant								
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	<p>Anglican Care Waiapu (ACW) is the social services arm of the Anglican Diocese of Waiapu. We have services in Bay of Plenty, Tairāwhiti, and Hawke's Bay. We support tamariki, whānau, and communities with our family services, early childhood education centres, grief counselling services and older people's programmes.</p> <p>Waiapu Kids Early Childhood Services provide quality early childhood education and care reflecting the service philosophy and organisational kaupapa and values.</p>								
Our Vision	<p>Fulfilled Lives, Connected Communities</p> <p>Our vision for "fulfilled lives, connected communities" comes from our fundamental belief that it is only through strong and fulfilling relationships that individuals and communities are able to build resilience and ultimately flourish.</p>								
Our Purpose	Anglican Care Waiapu is the social services arm of the Anglican diocese of Waiapu, partnering with our parishes and communities to nurture lasting transformation								
Our Mission	Living the gospel through loving service								
Values	<p>The values that drive our organisational culture and behaviour:</p> <table> <tr> <td>Vitality</td><td>We bring energy to our work, trying new things and embracing fresh thinking. We are committed to the wellbeing of our clients and our staff.</td></tr> <tr> <td>Integrity</td><td>We do what we say we will and hold ourselves accountable. We demonstrate courage in speaking up when we need to.</td></tr> <tr> <td>Compassion</td><td>We show kindness, patience, and a willingness to help others.</td></tr> <tr> <td>Respect</td><td>We show respect for the individuals we work with and for. We demonstrate humility in our relationships and reject prejudice. We believe everyone deserves a fair go.</td></tr> </table>	Vitality	We bring energy to our work, trying new things and embracing fresh thinking. We are committed to the wellbeing of our clients and our staff.	Integrity	We do what we say we will and hold ourselves accountable. We demonstrate courage in speaking up when we need to.	Compassion	We show kindness, patience, and a willingness to help others.	Respect	We show respect for the individuals we work with and for. We demonstrate humility in our relationships and reject prejudice. We believe everyone deserves a fair go.
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<b>Position Summary</b>	<p>ECE Teaching Assistants are to assist and support ECE Teachers and ECE Teachers in Training with the delivery of early childhood education curriculum and tasks to ensure the efficient and safe day to day running of the early childhood centre for the children who attend.</p> <p>ECE Teaching Assistants will assist ECE Teachers in 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. They will contribute to a stimulating curriculum which responds to the aspirations and needs of children, whānau and community.</p> <p>ECE Teaching Assistants will work as part of a team to ensure that all legislative requirements are met and ACW policies and procedures are implemented and adhered to. They will also contribute to evaluating and strengthening practices in the centre with a focus on ensuring equitable outcomes for children.</p>	
<b>Working Relationships</b>	<b>Internal</b> GM Early Childhood Education ECE Centre/Services Managers Operational Management Team HR Advisor Other Anglican Care Waiapu Staff Diocese Shared Service Staff Parish staff	<b>External</b> Children, Parents, Caregivers and Whānau Ministry of Education ERO (Education review Office) ECE Sector groups Local primary schools
<p>The following expected outcomes are provided as a guide for performance standards in the Key Result Areas (KRA's).</p>		

KRA'S	EXPECTED OUTCOMES
<p><b>KEY RESULT AREA 1:</b></p> <p><b>Curriculum</b></p> <p>To assist with the delivery of high-quality early childhood education through <i>Culturally responsive practice</i> and <i>child centred, play-based learning</i>.</p>	<ol style="list-style-type: none"> <li>1. Assist the teaching 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.</li> <li>2. Work with individuals and small groups of children and support teachers with large groups of children.</li> <li>3. Develop warm, responsive relationships with individuals and groups of children as well as whānau and respect the transitional relationship between home, centre and school.</li> <li>4. Develop competence in delivering learning and teaching opportunities in a holistic way that reflects the Centre philosophy and acknowledges all learners/akonga as competent, capable and expert in their own world.</li> <li>5. Notice children's interests, interact with them and engage them in appropriate learning/teaching opportunities to promote their strengths, interests and development</li> <li>6. Assist in providing learning experiences for children that reflect the cultural heritage and languages of Aotearoa/New Zealand, and that which makes up your local community and meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the centre (NELP)</li> <li>7. Actively assist in maintaining an inviting learning environment for children and whānau throughout the day</li> <li>8. Actively participate in assessment, planning and evaluation processes. With guidance, experienced teaching assistants may contribute to child profiles</li> <li>9. Employ respectful practices in caregiving routines.</li> </ol>
<p><b>KEY RESULT AREA 2:</b></p> <p><b>Relationships, Communication and Teamwork</b></p> <p>To build and maintain <i>quality learning partnerships</i> within the centre, the organisation and the community.</p>	<ol style="list-style-type: none"> <li>1. Uphold the values of the organisation in all interactions and communication.</li> <li>2. Display welcoming and responsive behaviour to families and visitors.</li> <li>3. Build and maintain reciprocal, collaborative learning focused relationships and communicate effectively with children, families, whānau, colleagues, other professionals, agencies, groups and individuals in the community.</li> <li>4. Communicate effectively and respectfully with others.</li> <li>5. Actively contribute to staff meetings and discussion</li> <li>6. Work with others to plan for learning and to improve own and organisational practice showing tolerance and respect for a range of views.</li> <li>7. Use respectful and effective communication techniques in situations where conflict arises.</li> <li>8. Ensure the centre is safe, inclusive and free from racism, discrimination and bullying (NELP).</li> </ol>
<p><b>KEY RESULT AREA 3:</b></p> <p><b>Continuous Improvement</b></p> <p>To contribute to a culture of continuous improvement through <i>reflective practice</i> and</p>	<ol style="list-style-type: none"> <li>1. Actively participate in regular performance reviews and work towards reaching goals agreed with your manager.</li> <li>2. Work with your manager to agree on goals for own growth focused on improving outcomes for tamariki.</li> <li>3. Take responsibility for own growth and engage in reflective professional discussions about progress towards meeting goals.</li> </ol>

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<i>collaborative inquiry</i>	<ol style="list-style-type: none"> <li>4. Contribute to processes designed to facilitate continuous improvement such as Internal Evaluation and Annual Planning with a focus on equitable outcomes for learners.</li> <li>5. Participate in professional discussions within the team.</li> <li>6. Adapt practice in response to feedback and/or own reflection.</li> <li>7. Undertake professional development and in-service training as discussed with and directed by the manager.</li> </ol>
<p><b>KEY RESULT AREA 4:</b></p> <p><b>Health and Safety</b></p> <p>To promote the well-being and safety of children, whānau, staff and visitors through compliance with internal and external policies, procedures and regulatory requirements</p>	<ol style="list-style-type: none"> <li>1. Promote and demonstrate a safety-first culture.</li> <li>2. Take reasonable responsibility for your own health and safety and ensure that your actions don't cause harm to yourself or others</li> <li>3. 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>.</li> <li>4. Participate actively in health &amp; safety processes at the site.</li> <li>5. Identify prospective and current hazards and minimize/eliminate risk factors.</li> <li>6. Report all incidents and accidents as soon as practicable (including near misses)</li> <li>7. Maintain an awareness of, and mitigate, safety and risk in the environment contributing to the maintenance of safe supervision of all play areas.</li> <li>8. Assist in maintaining an environment where children feel secure, comfortable and confident, developing an understanding of positive guidance strategies and using these to promote physical and emotional safety for children</li> <li>9. Encourage children to develop responsibility for the safety and wellbeing of themselves and others.</li> <li>10. Ensure care giving routines occur hygienically and in a timely manner to support children's health and wellbeing.</li> <li>11. Maintain familiarity with the organisation's Child Protection Policy and Procedures and ensure any child protection concerns are reported and dealt with promptly as per the procedures.</li> <li>12. Report concerns related to health and safety to the manager in a timely way</li> <li>13. Refer parent/whānau concerns to the centre manager or re-direct parents/whānau to senior teacher as appropriate with respect to health &amp; welfare issues.</li> </ol>
<p><b>KEY RESULT AREA 5:</b></p> <p><b>Kitchen and Laundry Duties</b></p>	<ol style="list-style-type: none"> <li>1. Prepare children's morning and afternoon tea and lunch boxes</li> <li>2. Complete documentation of required Food and Kitchen procedures and templates</li> <li>3. Prepare and maintain clean floors prior to and after children's kai times</li> <li>4. Notify manager/ team leader of food supplies to be purchased</li> <li>5. Maintain hygiene standards including keeping fridge, stove and kitchen shelving clean. Ensure dishes all washed and benches are cleared at end of kai times</li> <li>6. Maintain steriliser and reordering of sterilisation cleaning products</li> <li>7. Order centre health related paper and cleaning products</li> <li>8. Other kitchen duties as required</li> <li>9. Prepare kai and support whānau events</li> <li>10. Complete laundry tasks including loading and unloading washing and dryer machine and putting laundry away</li> </ol>

KRA'S		EXPECTED OUTCOMES	
<b>KEY RESULT AREA 6:</b> 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. Attendance at meetings and training as required 10. Assist other team members within Anglican Care Waiapu to achieve organisational objectives wherever required. 11. Perform other duties that arise from time to time as required.	
<b>ROLE REQUIREMENTS</b>			
<b>QUALIFICATIONS / REGISTRATION</b>		<ul style="list-style-type: none"> <li>No formal qualifications are required</li> <li>A level 3,4 or 5 ECE qualification is desirable</li> <li>Current First Aid Certificate is desirable</li> </ul>	
<b>EXPERIENCE, SKILLS AND KNOWLEDGE</b>		Experience <ul style="list-style-type: none"> <li>Experience with children ages 0-5, preferably within an ECE setting</li> </ul> Skills and Knowledge <ul style="list-style-type: none"> <li>Effective and confident user of ICT devices and platforms including Microsoft Office suite, Office365 and on-line communication platforms and databases.</li> <li>Excellent communication skills</li> <li>Enthusiastic, energetic, fun and passionate about working alongside children</li> <li>An ability to deal with change and the demands of a busy early childhood centre</li> <li>Basic understanding of Te Reo &amp; Tikanga Māori and willingness to grow in this area</li> <li>Ability to actively build relationships with teams, children and whānau</li> <li>Be enthusiastic about professional learning</li> <li>Ability to address challenges in a positive and proactive and constructive manner</li> <li>An affinity with the Anglican church and its mission</li> </ul>	
<b>Declaration:</b> 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	