

PROFESSIONAL STANDARDS AND JOB DESCRIPTION FOR KINDERGARTEN TEACHERS
EXPERIENCED TEACHERS (6+ ASSESSMENTS)

PERFORMANCE DIMENSION	KEY PERFORMANCE INDICATORS	NOTES
<p>LEARNING AND TEACHING: UNDERSTANDING TE WHAARIKI</p> <p><i>1. Demonstrate a high level of knowledge of Te Whaariki and of current learning, teaching and assessment theories</i></p>	<ul style="list-style-type: none"> • Can articulate and discuss theoretical underpinnings of Te Whaariki and how this relates to practice • Can fully understand and implement the cycle of teaching, learning and assessment <p>NKA Expectation:</p> <ul style="list-style-type: none"> • <i>Displays on aspects of the Curriculum are reviewed regularly</i> 	
<p>LEARNING, TEACHING AND ASSESSMENT THEORY</p> <p><i>1. Demonstrate a commitment to their own ongoing learning and teaching</i></p>	<ul style="list-style-type: none"> • Reflects current curriculum theory in participation and leadership in the programme • Leads and participates in the development and review of assessment systems and methods 	
<p>TREATY OF WAITANGI</p> <p><i>1. Demonstrate knowledge of the Treaty of Waitangi, te reo and tikanga Maori</i></p>	<ul style="list-style-type: none"> • Makes every attempt to pronounce and use Maori names and words correctly • Incorporates and continually seeks further ways to incorporate elements of te reo and tikanga Maori into the programme • Initiates and develops resources which incorporate elements of te reo and tikanga Maori • Further develops, demonstrates and articulates understanding of the Treaty of Waitangi 	
<p>IMPLEMENTING TE WHAARIKI</p> <p><i>1. Demonstrate expertise and refined approaches in all aspects of curriculum assessment and evaluation practices</i></p>	<ul style="list-style-type: none"> • Actively participates in all aspects of the planning, assessment and evaluation processes within the team • Has a well-developed understanding of an integrated approach to planning which reflects the emergent strengths and interest of children 	

<p>IMPLEMENTING TE WHAARIKI CONTINUED</p> <p>1. Demonstrate expertise and refined approaches in all aspects of curriculum assessment and evaluation practices continued</p>	<ul style="list-style-type: none"> • Consistently involves children in assessment of, and planning for, their own learning • Consistently demonstrates the ability to identify appropriate learning goals for individuals and groups of children • Caters to different learning styles and interests • Acknowledges the particular life experience and knowledge of children from diverse backgrounds and reflects this in the kindergarten programme • Acknowledges the particular life experience and knowledge of Maori children and actively seeks to incorporate these into the programme • Uses a full range of assessment methods to plan for children's learning and development • Supports others to utilize a range of assessment methods • Gathers assessment examples that are valid indicators of children's interests, strengths and achievements and supports less experienced colleagues • Maintains accurate documentation that enables children's learning development to be presented in a clear and understandable way for those involved <p>NKA Expectation:</p> <ul style="list-style-type: none"> • <i>Educational documentation consistent with Te Whaariki is kept for each child on the roll whilst they attend. This documentation is easily accessible to parents and is actively shared with them</i> • <i>Observations are kept and sent to Gse only after seeking parental consent</i> • <i>IEP meetings and liaison with support agencies occurs e.g. GSE, CDU, CYFS</i> 	
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<p>TEACHING AND LEARNING STRATEGIES (INCLUDING USE OF RESOURCES AND TECHNOLOGY)</p> <p>1. Continually evaluate and reflect on their teaching and act on areas where it can be improved</p>	<ul style="list-style-type: none"> • Reflects and adapts own teaching approaches and strategies to support and enhance children's learning • Consistently reflects on own teaching approaches and strategies and takes action to improve • Provides advice and support to colleagues on teaching and learning strategies • Consistently seeks out new ways to facilitate learning and development • As learning occurs, provides feedback to children which is authentic, meaningful, specific and affirming • Provides appropriate feedback to family/whanau in ways that are meaningful and encourages their involvement in their child's learning • Accesses and organises required resources and technology in a timely manner • Uses a variety of resources and technologies for teaching and learning • Uses resources and technologies that are appropriate to the learning styles and interests of children and in such a way that engages children for further exploration and learning 	
<p>PLANNING, ASSESSMENT AND EVALUATION <i>Gap in document</i></p>		
<p>LEARNING ENVIRONMENT: POSTIVE GUIDANCE</p> <p>1. Demonstrate a high level of commitment to children's well-being and social competence</p>	<ul style="list-style-type: none"> • Implements strategies that enable children to learn to take responsibility for their own behaviour • Clearly communicates and consistently applies appropriate positive guidance strategies • Gives positive feedback to children which encourages their self-esteem and engagement in further learning • Involves children and helps them engage in appropriate social behaviour and to support their peers 	

<p>LEARNING ENVIRONMENT: POSTIVE GUIDANCE Continued</p> <p>1. Demonstrate a high level of commitment to children's well-being and social competence continued</p>	<ul style="list-style-type: none"> • Implements strategies that encourage children to play cooperatively and collaboratively • Supports children to negotiate with each other and resolve their own conflict in appropriate ways <p>NKA Expectation:</p> <ul style="list-style-type: none"> • <i>Child behaviour management policy is displayed and reviewed annually</i> 	
<p>ENGAGING CHILDREN</p> <p>1. Demonstrate a wide range of approaches that facilitate all children's engagement in learning</p>	<ul style="list-style-type: none"> • Uses a full range of teaching strategies and approaches to engage children in learning • Facilitates opportunities for children to be active and engaged participants in the learning process and demonstrates enthusiasm and enjoyment in learning • Actively supports children's developing identity as learners • Establishes, maintains and facilitates a physical environment which promotes children's engagement in learning • Adapts the physical environment to enhance learning opportunities while maintaining effective routines • Acknowledges and values children's learning through displaying their work 	
<p>LEARNING ENVIRONMENT</p> <p>1. Effectively facilitate challenging learning environments</p>	<ul style="list-style-type: none"> • Supports others to utilize a range of strategies and approaches • Creates a positive environment where children have the confidence to take risks with their learning • With the team, establishes clear kindergarten routines, involving children where appropriate • Always assesses and plans to minimise risks to children's safety and takes appropriate action <p>NKA Expectation:</p> <ul style="list-style-type: none"> • <i>Health and Safety workbook will be used and records kept weekly</i> • <i>Any hazards will be identified and reported to Assn immediately</i> 	

<p>LEARNING ENVIRONMENT Continued</p> <p>1. Effectively facilitate challenging learning environments continued</p>	<ul style="list-style-type: none"> • Reports of accidents to children or staff of a serious nature are sent to NKA on same day using NKA form • Kindergarten accident book for minor occurrences is maintained • Monthly fire and earthquake drills will be planned, recorded and sent to NKA at the beginning of each year. It will be recorded at kindergarten when they actually occur • First aid kits to be regularly maintained • Records of kindergarten provided food will be kept daily • Prescription medicine agreements will be kept for each relevant child • Medical action plans for children with serious condition will be made and displayed during their time of attendance • Civil defence kit is maintained and reviewed annually. Water supply is replenished termly or by expiry date • Daily overview of cleaning standards and daily maintenance of children's equipment occurs • Children are released to identified caregivers only • The outdoor playground area and equipment are checked systematically and the daily set up is checked • Notification of proposed excursions is sent to NKA prior to the event • Child Abuse Prevention policy is displayed and shared with new parents near the time they commence attendance • Children are appropriately changed and toileted • A statement on who is permitted to change and toilet children is displayed • Children are protected from the sun by shade and hat wearing (sun screen optional) • When eating children are seated and actively supervised at all times • A warm indoor option is available in cold weather (16o) 	
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<p>EXPECTATIONS</p> <p>1. Maintain high expectations of all children that value and promote learning</p>	<ul style="list-style-type: none"> • Encourages children to take responsibility for their own learning • Respects the right of children, colleagues and family/whanau to have their own beliefs and values • Expresses a positive attitude towards people • Encourages children to value and appreciate each other • Listens to and respects the points of view of others 	
<p>RESPECT AND UNDERSTANDING</p> <p>1. Maintain and promote positive relationships with children that respect their individuality, culture and place in their community</p>	<ul style="list-style-type: none"> • Encourages children to take responsibility for their own learning • Implements strategies that enable children to learn to take responsibility for their own behaviour • Supports children to negotiate with each other and resolve their own conflict in appropriate ways • Respects the right of children, colleagues and family/whanau to have their own beliefs and values • Expresses a positive attitude towards people • Encourages children to value and appreciate each other • Listens to and respects the points of view of others 	
<p>COMMUNICATION: CHILDREN, COLLEAGUES, WHANAU</p> <p>1. Demonstrate highly effective communication skills when interacting with children, colleagues or family/whanau</p> <p>2. Demonstrate effective skills in responding to the aspirations of family/whanau and caregiver</p>	<ul style="list-style-type: none"> • Confident in using a range of communication strategies • Adapts and selects appropriate strategies for communicating effectively with a diverse range of people • Maintains confidentiality, respect and trust • Demonstrates skills in active listening • Uses positive reinforcement to encourage appropriate behaviours • Seeks assistance from colleagues when unsure or misunderstands the situation • Recognises and values the input of families/whanau to the kindergarten • Effectively handles difficult inquiries from family/whanau • Supports less experienced colleagues to effectively handle difficult inquiries from family/whanau 	

<p>COMMUNICATION: CHILDREN, COLLEAGUES, WHANAU Continued</p> <p>3. Display ethical and responsible behaviour</p>	<ul style="list-style-type: none"> • Familiar with the ECE Code of Ethics and promotes its use • Encourages ethical behaviour in others and role models this <p>NKA Expectation:</p> <ul style="list-style-type: none"> • <i>A group contract is formed and reviewed annually and when there is a new teacher</i> • <i>Sound relationship skills are used to foster and maintain team collaboration</i> • <i>Staff meetings are planned at least monthly and minutes kept</i> • <i>An agreed method for staff to regularly raise issues is provided</i> • <i>Ethical behaviour is expected at all times</i> • <i>Report to committees to be written monthly and copy sent to NKA</i> • <i>Regular informative newsletters to go to families</i> • <i>Teachers' budget to be presented to committee and support from Finance Officer sought if needed</i> • <i>Committee are to ratify all agreed expenditures and requests made for those outside the agreed budget</i> 	
<p>SUPPORT FOR AND CO-OPERATION WITH COLLEAGUES</p> <p>1. Support and provide effective assistance to colleagues in improving teaching and learning</p> <p>2. Encourage others and participate in professional development</p>	<ul style="list-style-type: none"> • Takes a leading role in sharing knowledge of curriculum and teaching approaches to improve practice and to support others • Initiates and participates in the development of teaching resources, strategies and approaches • Identifies own professional development opportunities and communicates these to appraiser when establishing expectations for improving practice • Initiates and organizes own professional development solutions 	

<p>SUPPORT FOR AND CO-OPERATION WITH COLLEAGUES Continued</p> <p>2. Encourage others and participate in professional development continued</p>	<ul style="list-style-type: none"> • Engages in personal and whole centre professional development, including those held outside the kindergarten day <p>NKA Expectations:</p> <ul style="list-style-type: none"> • <i>Oversee the participation of all visitors, students and volunteers in the kindergarten and familiarise them with health and safety requirements</i> • <i>Oversee the practical and academic supervision of any students and ensure regular liaison with their training providers</i> • <i>Requirements are met to successfully maintain Teacher registration</i> • <i>Biannual First Aid refresher course is undertaken and records kept</i> • <i>Participate and record your own appraisal based on professional standards/job description annually</i> • <i>Headteacher to complete attestations</i> • <i>Headteachers to facilitate and ensure teacher aides participate in an appropriate annual appraisal</i> • <i>An annual plan for professional development is made for you as an individual and as a team. An annual record of professional development undertaken is kept. Provide feedback to EM after participation</i> 	
<p>CONTRIBUTION TO WIDER KINDERGARTEN OPERATIONS</p> <p>1. Contribute towards the effective functioning of the total kindergarten's relationships with the Association and the wider community</p>	<ul style="list-style-type: none"> • Willingly participates in activities which benefit colleagues or the kindergarten as a whole • Participates in the development of proposed modifications to and development of kindergarten and Association policies and programmes • Engages in internal review processes within the kindergarten 	

<p>CONTRIBUTION TO WIDER KINDERGARTEN OPERATIONS Continued</p> <p>1. Contribute towards the effective functioning of the total kindergarten's relationships with the Association and the wider community continued</p>	<p>NKA Expectation:</p> <ul style="list-style-type: none"> • <i>Actively co-operate and liaise with GM, EM and Finance Officer during visits and on Association matters</i> • <i>Attend all required staff meetings (usually termly) and any required professional development (notification will be given ahead of time)</i> • <i>Records of an annual internal review system are kept</i> • <i>NKA policy manual is understood and referred to often. Actively engage in the reviews of this manual</i> • <i>Kindergarten specific policies are developed and reviewed annually. These need to be easily available</i> • <i>Documents described by NKA guidelines are displayed in the public kindergarten space at all times. e.g. ECE regs, Ero report</i> 	
<p>KINDERGARTEN ADMINISTRATION</p> <p>1. Sustain knowledge and skill in relation to Association administrative requirements</p>	<ul style="list-style-type: none"> • Has a sound knowledge of the roles of each position within the Association and how these relate to each other • Has a sound knowledge of and consistently follow the policies and procedures of the kindergarten and Association • Advises and mentors less experienced teachers on matters of professional knowledge <p>NKA Expectation:</p> <ul style="list-style-type: none"> • <i>Accurate enrolment information to be kept</i> • <i>Immunisation schedules are sought from parents and recorded</i> • <i>Full rolls are maintained</i> • <i>The kindergarten service is actively promoted to prospective parents and a waiting list is maintained</i> • <i>Archival records are kept as required by 1998 ECE regs</i> • <i>RS7 forms are generated and sent to NKA cyclically</i> • <i>Monthly statistics report to be sent to NKA</i> • <i>RS61 forms to be generated and sent to NKA annually</i> 	

<p>KINDERGARTEN ADMINISTRATION Continued</p> <p>1. Sustain knowledge and skill in relation to Association administrative requirements continued</p>	<ul style="list-style-type: none"> • <i>Donations/fees including WINZ subsidies are actively managed to maintain the financial viability so that the kindergarten is well resourced</i> • <i>Applications to charitable trusts and grants etc are undertaken to assist with resourcing of bigger projects</i> • <i>Teachers' time sheets are generated daily and kept. Moe attendance verifications are sought</i> • <i>3 week absence rule for attendance is managed</i> • <i>ICT equipment e.g. computers, lap tops, digital cameras are used ethically and in ways consistent with NKA policies</i> • <i>An inventory is maintained</i> 	
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