

Childcare Teacher

Kaupapa | Purpose

To provide high-quality early childhood education and care, fostering an enriching and stimulating learning environment that supports the holistic development of tamariki. This includes implementing best practices in early childhood education, collaborating effectively with team members and families/whānau, and ensuring compliance with all legal and regulatory responsibilities as the "Person Responsible."

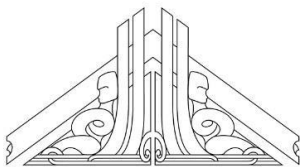
Reports to: Childcare Head Teacher / Centre Manager

Team: Toi Ohomai | Te Pūkenga Childcare Centre

Remuneration: Steps 1-11 NZEI ECECA (Extended Pay Parity applies)

Date: May 2025

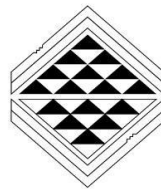
Toi Ohomaitanga: how we act and behave at Toi Ohomai will be guided by our values



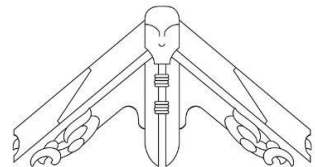
WHANAUNGATANGA



TOITUTANGA



MANAAKITANGA



KOTAHITANGA

Ngā mahi | Do

Te Tiriti o Waitangi Partnership (Teaching standard)

Te hohonga pātui I raro o Te Tiriti o Waitangi

Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnerships in Aotearoa New Zealand.

Key competencies:

- Understand and recognise of the unique status of tangata whenua in Aotearoa New Zealand.
- Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi.
- Practise and develop the use of te reo and tikanga Māori.

Professional Learning (Teaching standard) Akoranga ngaiotanga

Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.

Key competencies:

- Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources.
- Critically examine how my own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities, languages and cultures.
- Engage in professional learning and adaptively apply this learning in practice.
- Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners including learners with disabilities and learning support needs; and wider education matters.
- Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem solving and learning focused collegial discussion.

Professional Relationships (Teaching standard) Ngā hononga ngaio

Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.

Key competencies:

- Engage in reciprocal, collaborative learning focused relationships with:
 - learners, family and whanau
 - teaching colleagues, support staff and other professionals
 - agencies, groups and individuals in the community.

- Communicate effectively with others.
- Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility.
- Communicate clear and accurate assessment for learning and achievement information.

Learning-focused Culture (Teaching standard) Te ahurea akoranga

Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.

Key competencies:

- Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning.
- Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks.
- Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs.
- Manage the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural and emotional safety.
- Create an environment where learners can be confident in their identities, languages, cultures and abilities.
- Develop an environment where the diversity and uniqueness of all learners are accepted and valued.
- Meet relevant regulatory, statutory and professional requirements.
- Ensure that Toi Ohomai Institute of Technology values and standards of behaviour are implicit in daily practice.

Design for Learning (Teaching standard) Te hoahoa akoranga

Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.

Key competencies:

- Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners.
- Gather, analyse and use appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning and to identify additional supports or adaptations that may be required.
- Design and plan culturally responsive, evidence-based approaches which reflect the local community and Te Tiriti o Waitangi partnership in New Zealand.
- Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners.
- Design learning that is informed by national policies and priorities.

Teaching (Teaching standard) Te Whakaatonga

Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.

Key competencies:

- Teach in ways that ensure all learners are making sufficient progress, monitor the extent and pace of learning, focusing on equity and excellence for all.
- Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori.
- Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners.
- Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning.
- Teach in ways which enable learners to learn from one another, to collaborate, to self-regulate, and to develop agency over their learning.
- Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning.

Health and Safety Management

All health and safety accountabilities are understood and applied. Individual and staff health and safety outcomes and objectives are reviewed at least annually.

Key competencies:

- Significant hazards in the area of responsibility are identified, documented and reviewed annually or as new hazards emerge.
- Significant hazards are eliminated, isolated and/or risk minimised.
- All teachers are involved in the hazard management process.
- Relevant health and safety training is identified and completed for key staff and those with specific job/training requirements.
- Work accidents and incidents are reported as soon as possible after occurrence, investigation reports are completed and recommendations considered.

NOTE:

The above Key Competencies are provided as a guide only. You are expected in your role to undertake any and all reasonable and lawful instructions and / or delegated tasks given by your manager, or someone in a position authorised to give such instruction. The precise performance measures for this position should be discussed between the jobholder and manager as part of the performance development process.

Demonstrate commitment to:

Te Tiriti o Waitangi. Through our developing understanding of our obligations and our connection with Te Tiriti o Waitangi as both individuals and as an organisation.

Ākonga at the Centre. Through prioritising the experience, wellbeing, and success of our ākonga in our decision-making process.

Equity. Through recognition, empowerment, and inclusion we can give greater acknowledgement of the unmet needs of Māori, Pacific and disabled ākonga and their whānau.

Vocational Education and Training Excellence. Through quality provision for all ākonga, meeting the regional needs of employers and communities.

Pūkenga | Have

Qualifications

Essential:

- Diploma in Early Childcare Education (must be recognised by NZ Teachers Council)
- Teacher Registration
- First Aid Certificate (full programme)

Desirable:

- Bachelor of Teaching Early Childhood

Knowledge and experience

Essential:

- Practical experience in working in an early childhood setting.
- Have knowledge and experience to implement a well-planned learning environment that supports the needs of all ākonga who attend Toi Ohomai Childcare Centre.

Knowledge of:

- Te Whāriki-2017
- Education (Early Childhood Services) Regulations 2008
- Licensing Criteria for early Childhood education and Care Services 2008
- Knowledge and understanding of Te Tiriti O Waitangi
- Knowledge and understanding of Tikanga Māori & Te Reo Māori
- Te Pūtiki Wharanui a Tamatea
- Te Tai Whanake
- Te Whatu Pōkeka
- Tapasā
- Tātaiako Cultural Competencies
- Understand Our Code, Our Standards & Teacher Registration Process and the implementation of the Induction & Mentoring programme for provisional and fully registered teachers.
- Internal Review

- Equal Employment Opportunities
- Privacy Act
- Children's Act 2014
- Any additional knowledge as relevant to ECE.

Skills and attributes

Essential:

- Ability to work both as a member of the team and individually.
- To maintain a professional and positive approach with teaching staff, families/whānau and members of the community.
- Empathy with young children and parents/care givers/family/whanau.
- Ability to be physically active in performing duties which can involve carrying and lifting of young children.
- Ability to relate well to a wide range of people.
- In depth understanding, knowledge and skills in Early Childhood education and programmes.
- Has knowledge and understanding of the dual cultural heritage of the partners of the Treaty of Waitangi as it applies to policies and practices in early childhood education.
- Excellent oral and written communication skills, particularly at the interpersonal level with both children and adults.
- Ability to develop and implement quality programmes for children within a holistic framework in line with NZ Early Childhood Curriculum Te Whāriki.
- Ability to maintain confidentiality when dealing with personal or privileged information.
- Actively seeks professional development to extend on knowledge and skills.
- Prepared to attend meetings and professional development outside of work hours.
- Be an associate teacher for students on placement in the centre.
- Demonstrate effective time management and organisation skills, and have computer skills.

Personal Attributes

- Commitment to upholding and promoting the values and philosophy of Toi Ohomai Childcare Centre.
- A friendly, approachable, flexible and positive attitude.

- Strong sense of professional ethics and codes of behaviour.
- Value and respect for cultural diversity.
- Ability to maintain appropriate professional boundaries.
- High level of motivation and enthusiasm.

Change to position description:

From time to time it may be necessary to consider changes in the position description in response to the changing nature of our work environment; including but not limited to technological requirements or statutory changes. Such change may be initiated as necessary by the manager of this position. This position description may be reviewed as part of the preparation for performance planning for the annual performance cycle.

Waiaro | Be

Authentic and Inclusive: Promote an environment of inclusion and authenticity, where all contributions are valued, . Be courageous to disrupt inequities for all, including Māori, Pacific and disabled peoples. Hold the conviction that meaningful partnerships with Māori/iwi will contribute to progress for all.

Connected: Integrate waiora-sustainable thinking into your everyday mahi, meeting the needs of the present, without compromising our ability to meet our needs for the future. Embrace the interconnectedness of environmental, social, economic and cultural wellbeing.

Collective: Seek progress over perfection, moving forward with aroha, empathy and persistence. Maintain a focus on results and delivery to build a sustainable, world class, vocational education and training network. Lean into transformation, challenge the status quo and choose courage over comfort to create better results for Toi Ohomai | Te Pūkenga, employers, ākonga and their whānau.

Self-awareness: Navigate yourself, and lead others through change with confidence, understanding how to create the conditions you and others need to thrive. Demonstrate humility, be reflective and self-aware, always seeking to grow personally and as a leader.

Ako: Hold lifelong learning as vital in connection, hauora, and continuous improvement both personally and professionally. No matter your role, recognise your mahi contributes to making a positive difference for our ākonga and their whānau, and their ability to create thriving communities. Recognise Te Tiriti o Waitangi as a powerful mechanism for taking positive action in Aotearoa, and a pathway to achieve equity for all.

Mana tāngata: Contribute to a connected, creative, compassionate workplace, where teams are committed to growth, learning and achieving our shared purpose. Create a safe environment for learning and development, in all you do, including Te Tiriti, equity, academic and professional excellence. Recognise kaimahi and whānau wellbeing are interconnected, when we support personal and professional growth we contribute to Te Oranga/participation in society.

Ngā Hononga Mahi | Working relationships

Internal: Childcare Centre Manager. Head Teacher, Teachers, Educators and other team members

External: Children, Caregivers/whanau/family/parents, Education Review Office/Te Tari Arotake Mātauranga, Ministry of Education/Te Tāhuhu o te Mātauranga

Resource delegations and responsibilities:

Financial: N/A

People: N/A