



Job Description

Year 6 Classroom Teacher

Mission Statement: A community who learn and grow together

All teachers at Waterloo School are to work within the guidelines and philosophy of our school charter and related school policies.

Values: Respect, Resilience and Responsibility

Primary Objective: To engage in high quality education with our children and model 'lifelong' and 21st century learning attributes

We have an aspirational culture with a belief in holistic education with an overarching desire to provide ongoing development promoting growth mindsets in all our staff and children. We believe in 'Learner-Centred Classrooms' and 'Personalised Learning' so sustained higher achievement is possible. We wish to enable students to take charge of their own learning and thus the concept of 'Learner Agency' is central to our pedagogy. We promote 'inquiry as a disposition' and have a school curriculum that values questions above answers, creativity above fact regurgitation, individuality above uniformity and excellence above standardized performance.

Responsible to: To the Principal and Board of Trustees
To the Leadership Team

Teaching Component: Full Time (1 FTE)

Responsibilities: Year 6

Specific Responsibilities: TBC

Key Expectations: All Waterloo School teaching staff are expected to -

1. Support and assist the implementation of the **vision & values** of Waterloo School
2. Interact ethically and professionally with other team members, staff, parents and students
3. Be supportive of other staff by communicating openly and being involved in collegial decision making
4. Meet and demonstrate **The Registered Teacher Criteria** which describes the criteria for quality teaching that are to be met by all fully registered teachers in New Zealand (Appendix 1) and hold current NZ teacher registration. Teachers will be responsible for ensuring the re-registration process is completed at a time before the expiry date to ensure the registration is current at all times.
5. Meet and demonstrate **The Professional Standards for Teachers** (as per the Primary Teachers Collective agreement) applicable to their level of experience (Appendix 1)
6. Be familiar with and follow **The School Health & Safety guidelines** and requirements for their own safety and wellbeing and that of the students and other staff
7. Follow the philosophy and practice of the **PB4L principles** as used by Waterloo School
8. Follow the **Staff Digital Technology and the Cybersafety Use Agreement** and model digital citizenship with students
9. Be prepared to grow professionally: Participate actively in personal and staff professional development, performance management, and contribute to the school professional learning community **and keep an e-portfolio of professional learning**
10. View change positively and be committed to the educational directions the **school culture** is moving towards
11. Care for the physical, mental, spiritual and emotional safety of our children
12. Recognize and respond to each child's individual needs effectively keeping in mind the principles of inclusion, cultural responsiveness and equity
13. Provide attractive, organised, stimulating and secure learning environments
14. Strive to improve professional practice **and use 'Teacher Inquiry' as a tool for furthering best practice.**
15. Use the **Waterloo effective teaching and learning beliefs** listed below as a guiding document
16. Engage and add value to the special culture of laughter and fun at Waterloo School.



Key Expectations	Outcomes
Produce clear & explicit planning	<ul style="list-style-type: none"> ● Clear learning intentions and an idea of the success criteria evident in planning ● Planning shows clear links to the NZ Curriculum objectives ● Planning shows differentiation for students needs ● Variety of learning activities to meet different learning styles ● Reflections recorded on plans - anecdotal notes, changes made ● Different assessment tools used to identify next steps in learning ● Planning shows opportunities for use of digital tools, learner agency and higher order thinking ● Assessment practices improve learning.
Share Learning Intentions	<ul style="list-style-type: none"> ● Learning Intentions are discussed with the students and displayed in modelling/student's books/docs and walls ● Set the purpose for learning ● Students know and can discuss their learning intentions with others ● Success criteria should be co-constructed

Provide focused feedback	<ul style="list-style-type: none"> ● Provide written and oral feedback that is related to goals and feeds forward next steps for students ● Opportunities provided for teacher, self and peer feedback ● Use pink and green highlighters as a form of feedback - green for grow, pink for achieved goal
Organisation	<ul style="list-style-type: none"> ● Timetable of the day displayed in class - written and visual for students ● Lessons and resources well planned and organised ● Balanced coverage of the curriculum - evident in timetables, long term and weekly planning ● Integrate learning across the curriculum
Provide a safe learning environment	<p>Co-construct a class treaty based on the values 'Be responsible; Show respect and Have resilience' to promote:</p> <ul style="list-style-type: none"> ● Reduced anxiety ● A risk taking environment ● Celebrating successful learning ● A sense of ownership of their classroom ● Positive relationships
Positive Behaviour for Learning	<ul style="list-style-type: none"> ● Model school values: 'Be Responsible, Show Respect, Have resilience' ● Deliberately teach expectations and consistently apply them ● Learn and use acknowledged best-practice approaches to encourage expected behaviours and discourage inappropriate behaviour."? ● Keep records on on-going behavioural issues in eTap
Learner Agency ~ Metacognition ~ Learning Style ~ Self-regulation	<ul style="list-style-type: none"> ● Provide models for students around what it means to be a learner ● Opportunities for students to be active participants in their own learning ● Develop goal setting ability ● Promote ability for students to collaborate, engage in deep thinking, ask and answer questions and learn about learning (Appendix 2) ● Allow for voice and choice ● Give opportunities for students to learn from each other ● Timetable opportunities for students to review their progress or achievement.
Inquiry	<ul style="list-style-type: none"> ● Inquiry is based on learning that is authentic to student and 'environment' with coverage of the curriculum areas thought about ● Literacy and numeracy integrated into inquiry when possible ● Inquiry follows the Waterloo JOURNEY model ● Inquiry uses questioning and curiosity to develop an inquiry disposition
Inclusion	<ul style="list-style-type: none"> ● model and promote a culture that values diversity and creates a sense of belonging for all students. ● all students make progress relating to their goals, and their successes and achievements are recognised and valued ● learning programme is planned to: provide each student with learning experiences and challenges that relate to the NZ Curriculum as well as their interests, needs and goals. ● Expect all students to achieve to their full potential
Cultural	<ul style="list-style-type: none"> ● Create relationships which affirm the cultural backgrounds of students,

Responsiveness	<p>parents and whānau.</p> <ul style="list-style-type: none"> ● Integrate aspects of students identity and culture into the curriculum ● Value the opportunities for students to share their backgrounds and experiences ● Allow for ako (reciprocal teaching and learning)
Home-School Partnership	<ul style="list-style-type: none"> ● work in a collaborative and culturally-responsive way with parents, whānau, and students in order to identify, support, and value the individual learning and social needs of each student.

Principal

Date

Teacher

Date