



Position Description

Assistant Manager or Supervisor

Philosophy Statement:

Treasured Tamariki ECE and Childcare Centre, we wholeheartedly embrace a philosophy centered on three fundamental pillars:

- Connecting (Tūhonohono),
- Collaborating (Mahi Ngātahi),
- Caring & Support (Manaaki/Tautoko).

These principles are not just words; they are the essence of our commitment to fostering a nurturing and enriching environment for our tamariki and their families.

Connecting / Tūhonohono - Our inspiration emanates from a deep-seated dedication to supporting every family within our community. We are steadfast in our commitment to honouring our bi-cultural identity, while also embracing and celebrating the rich cultural diversity of our migrant community. Every child's cultural background is esteemed as an intrinsic facet of their identity, contributing to their sense of self-worth and self-esteem.

Collaborating / Mahi Ngātahi - Collaboration takes myriad forms in our approach to supporting Tamariki and their whanau. Relationships serve as the bedrock of our core values, where all parties are invested in the unique aspirations of each child and family. Our Kaiako, equipped with ongoing training and support, actively cultivate connections within our center and community, prioritizing the needs and aspirations of our tamariki in every decision.

Caring & Support / Manaaki/Tautoko - We fervently believe in nurturing the holistic development of every child—emotionally, socially, intellectually, and physically. Our curriculum is meticulously crafted to foster comprehensive growth, recognizing the interconnectedness of all aspects of a child's development. Each tamariki is acknowledged and supported as an individual, with our environment carefully curated to instil a sense of belonging and provide a secure, stimulating space for positive growth and development.

Position Purpose

- To lead and implement a quality curriculum that supports learning and development for young children according to Te Whariki and to provide optimum learning opportunities for every child.
- To promote the children's wellbeing and safety in partnership with whanau in accordance with the Centre's policies and Statutory Requirements.
- To work kindly, effectively, consistently and positively in a co-operative team with all akonga.
- To lead and commit to on-going personal professional learning and development.
- To lead and role model appropriate practice within all legislative documents including but not limited to philosophy, Licensing Criteria, Regulations, Health and Safety Act, Education Council requirements, Policies.
- To have a strong command of the English language and be skillful and accurate with documentation requirements.
- To provide effective and consistent leadership to the team ensuring they met the obligations of the job

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- Care and responsibility for the centres day to day operation in the absence of the Management team
- To manage and resolve parent complaints in a professional manner – with the support of ECE Consultancy Services
- Appropriate recruitment of staff as necessary, following the staff employment policy alongside Management and any other supporting organization's.
- To remain confidential at all times regarding all centre operations including your own IEA conditions , Staffs personal employment details

Functional Relationships

- Children, Family, Management, Colleagues, Governance Officials and all members of the wider community.

Key Accountabilities

- The duties of this role are not limited to those listed below, but include other duties as are required to assist with the operation of our centre. The Job Description and Appraisal are linked directly to the Professional Growth Cycle, as set out by the Teachers Council of NZ (2017).
- Effective leadership qualities to support the team in their journey.
- Supporting teams to implement a rich and engaging curriculum.
- Mentoring and empowering staff to provide high quality programs that are responsive to the needs of children and families in accordance with our National Framework.
- Supporting Manager to ensure Centre is compliant with all aspects of the regulations.
- Supporting Educators to embed compliance in daily practice.
- Support Manger to complete complete varying administrative tasks such as but not limited to rosters, emergency drills, organizing staff meetings and parents' evenings, ordering, and purchasing equipment, budget monitoring and reporting to Centre Manager.
- Fulfill teaching duties when all other options have been exhausted in the case of staff absence.
- Foster professional behavior amongst the staff and ensure they are meeting their obligations each month this includes but is not limited to lead teacher reports, monthly compliance and staff goal setting and professional growth cycle.

The code of professional responsibility

1. Commitment to the Teaching Profession – Maintain public trust and confidence in the teaching profession
2. Commitment to Learners – Work in the best interests of learners.
3. Commitment to Families and Whanau – Respect the vital role that learners' families and whanau play in supporting children's learning.
4. Commitment to society – Respect your trusted role in society and the influence you have in shaping futures.

TEACHING STANDARD AND PERFORMANCE INDICATORS

TE TIRITI O WAITANGI:

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

- a. Effectively address the educational aspirations of Maori children, displaying high expectations for their learning
- b. Demonstrate respect for the heritages, language, and cultures of both parties to the Treaty of Waitangi.
- c. To have read and understood Tataiako and have the ability to weave this through practice.
- d. Be knowledgeable on NZ general knowledge ie geography, history, wildlife and general care and respect of the land.
- e. Lead and command a respect for all people, our environment and our land.

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- f. Weave the use of Te Reo and Tikanga Māori into daily practice. Practice and develop the relevant use of Te Reo Maori within the classrooms by using waiata, karakea and relevant Māori phrases/words.
- g. Share your knowledge to foster the use of Bicultural practice across the centre.

PROFESSIONAL LEARNING:

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

- a. Identify professional learning goals in consultation with Individual PGC.
- b. Actively participate in professional learning opportunities within the learning community.
- c. Initiate learning opportunities to advance personal professional knowledge and skills and that of others.
- d. Actively participate in whole centre professional development.
- e. Be proactive in keeping up to date with theories of current thinking and best practice guidelines and actively share them within the community.
- f. Be responsible for your own paid Professional Development, which will be taken in agreement with Management and/or Strategic Planning documents.
- g. Strive to continually better oneself as a person, teacher, and colleague.
- h. Display an enthusiastic attitude for being a lifelong learner.
- i. Be responsibility for documenting all professional development and keeping your portfolio updated. Present this document before Appraisals are due.
- j. Actively lead the internal evaluation cycle and delegate / support to other team members

PROFESSIONAL RELATIONSHIPS:

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

- a. Engage in open, honest, ethical, kind, respectful, supportive, positive, and collaborative professional relationships with all members of the team, akonga community eg: children, whanau, staff, management, visitors etc.
- b. Foster involvement of whanau in the collection and use of information about the learning of akonga.
- c. Be a good, reliable, and positive team player and leader who can use initiative.
- d. Maintain confidentiality, trust and respect for all matters pertaining to the centre.
- e. Communicate effectively with the community to resolve conflict.
- f. Continually improve your own practice.
- g. Share your knowledge with the centre in order to continually work on improvement for learners.
- h. Be proactive in taking on leadership opportunities and leading other staff members.
- i. Maintain your professional portfolio clearly and effectively.

LEARNING-FOCUSED CULTURE:

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

- a. Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning.
- b. Foster trust, respect and cooperation with learners so that they experience an environment in which it is safe to take risks.
- c. Demonstrate high expectations for the learning outcomes of all learners including for those learners with disabilities or learning support needs.
- d. Manage the learning setting to ensure access to learning for all and to maximize learners' physical, social, cultural and emotional safety.
- e. Create an environment where learners can be confident in their identities, languages, cultures, and abilities.
- f. Develop an environment where the diversity and uniqueness of all learners are accepted and valued.
- g. Meet relevant regulatory, statutory and professional requirements.

- h. Regularly present grace and courtesy lessons.
- i. Collaborate with whanau and colleagues to provide akonga with consistency.
- j. Practice and share our philosophy statement at all times.
- k. Effectively articulate knowledge and make visible children's learning and development including Te Whariki, , and current professional thinking through discussions with staff and through learning stories, parent/child meetings, parent evenings, documentation etc.
- l. Achieve a rich Reggio curriculum within the classrooms.

DESIGN FOR LEARNING:

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

- a. Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners.
- b. 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.
- c. Design and plan culturally responsive, evidence-based approaches that reflect the local community and Te Tiriti o Waitangi partnership in NZ.
- d. Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners.
- e. Design learning that is informed by national policies and priorities.
- f. Ensure that big kids club/mat times are assessed, planned, implemented and evaluated according to the children's interests. Evaluate their opinions and behavior.
- g. Make at least one new resource per year.
- h. Undertake areas of responsibility effectively.
- i. Keep accurate, well written records
- j. Actively plan, lead and participate in celebrations ie Matariki, Easter, Christmas etc.
- k. Be willing to undertake jobs that ensure the effective running of the
- l. Lead a high-quality curriculum that reflects our national framework.

LEADERSHIP/TEACHING:

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

- a. Teach in ways that ensure all learners are making sufficient progress, and monitor the extent and pace of learning, focusing on equity and excellence for all.
- b. Specifically support the educational aspirations for Maori learners, taking shared responsibility for these learners to achieve educational success as Maori.
- c. 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.
- d. Provide opportunities and support for learners to engage with, practice and apply learning to different contexts and make connections with prior learning.
- e. Teach in ways that enable learners to learn from one another, to collaborate, to self-regulate and to develop agency over their learning.
- f. Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning.
- g. Identify leadership opportunities and work collaboratively to achieve these.
- h. Remain flexible in undertaking the daily program to meet the needs of children and the Centre as a whole. Initiate improvement changes to routines as required.
- i. Show initiative that contributes to the smooth functioning of the Centre.
- j. Ensure all topics taught are prepared in advance and are interesting for the children
- k. Actively take on the role of Person In Charge in the absence of the Manger/Owners/ECE Consultancy
- l. Teachers with full registration lead by being an Associate or Mentor teacher.

- m. Actively lead, manage and engage the children in the area of the classroom that you have been assigned to for the day.
- n. Understand and promote our philosophy within the environment and community.
- o. Be physically and mentally able to carry out all tasks to a high standard.
- p. Lead staff with positive examples and foster relationships with all teachers
- q. Conduct staff meetings with clear direction to the team,

Day to Day operational duties

- Lead the centre education program and practices
- Audit Storypark and provide feedback ie invites and content
- Classroom planning book ensure this is up to date and functional in each room.
- Ensure teachers are up to date with Observations, planning and assessment.
- Making sure teachers are up to date and support with Story Park alongside Lead Teachers.
- Booking Relievers as required
- Passing messages on to management and any other services if required – write appointments in diary
- Discussing welfare of children and staff with Management and any other services required.
- Meetings and communication with parents as necessary
- Working out staffing rosters in absence of CM in line with staffing structure
- Professional development ideas for team/ linking to PGC
- Show new parents around promote enrolments / high conversion rate
- Note any head bumps/serious injuries/illness – inform Management
- Professional Growth Cycle/ Teacher Tch Support
- Contributing to marketing strategies
- Hazard list/accident/illness/ serious injury review monthly
- Agenda for staff meeting/ minutes for staff