



**Job Description for  
Fully Certificated ECE-Qualified  
/Primary Qualified Teacher:**

**Key Responsibilities & Primary Objectives of Role**

1. To ensure a high-quality educational programme is delivered
2. Developing positive relationships with our Families / Whanau and the Community
3. Understanding and implementation of all center policies
4. Guidance and role modelling for all in training team members
5. Environmental presentation,

**Successful Relationships with the following positions to ensure effective operation of Treasured Tamariki ECE and Childcare Centre**

**Internal:**

- Area Manager
- Head Teacher
- Centre manager
- Teaching team

**External**

Ministry of Education  
Education Review Office  
Professional Development Providers  
Community / Visitors to the centre

**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.

## 1. Key Tasks / Expected Outcomes

Key Tasks	Expected Outcomes
To ensure that the programme that is being delivered to the children is of a high quality and in line with all MOE / ERO expectations	<ul style="list-style-type: none"> <li>i. are proficient in the content of Te Whāriki</li> <li>ii. evaluate and implement developments in current learning, pedagogy, and assessment theories with the team</li> <li>iii. demonstrate commitment to the Treaty of Waitangi, te reo and tikanga Māori and display cultural competencies</li> <li>iv. design and implement appropriate curriculum assessment and evaluation practices that are consistent with the principles of Te Whāriki</li> <li>v. evaluate and reflect on teaching and learning with a view to improvement</li> <li>vi. demonstrate competent practices to facilitate children's learning</li> <li>vii. demonstrate sound knowledge of child development</li> <li>viii. actively support children's holistic development</li> <li>ix. demonstrate the ability to support diverse learners</li> <li>x. demonstrate the ability to support children's social and emotional competencies</li> </ul>
To set a Learning Environment that reflects the current learning objectives whilst considering Health and Safety and cultural practices	<ul style="list-style-type: none"> <li>i. demonstrate effective positive guidance strategies</li> <li>ii. demonstrate competent practices in facilitating children's engagement in learning</li> <li>iii. work with centre leadership to facilitate and maintain a safe, stimulating, and high-quality classroom environment that is conducive to learning</li> <li>iv. establish high expectations that value and promote learning</li> <li>v. maintain and promote positive relationships with children that respect their individuality, culture, and place in their community</li> <li>vi. is an advocate for high quality health and safety practice for adults and children and proactively seeks and works to eliminate identified health and safety issues/hazards</li> <li>vii. work with centre leadership to select and maintain appropriate resources for the learning environment that engage children in learning</li> </ul>

Key Tasks	Expected Outcomes
To display clear and effective communication with your peers, Leadership team and the community	<ul style="list-style-type: none"> <li>i. communicate clearly and accurately in at least one of the official languages of Aotearoa/ New Zealand</li> <li>ii. communicate effectively – formally and informally - with children, colleagues, family/whanau, and caregivers</li> <li>iii. provide regular feedback that contributes to the child's learning pathway via centre-specific processes</li> <li>iv. involve parents/whānau in the Centre programme and establish a learning partnership that includes parents' aspirations for their child</li> <li>v. remain confidential at all times</li> <li>vi. mentor others in health and safety best practice, including accurate reporting, recording and reviewing of reports</li> <li>vii. demonstrate effective communication within the team. Proactively handle any significant communication issues in a timely and professional manner</li> <li>viii. request support from your Head Teacher or Centre Manager as appropriate</li> </ul>
Support for and Co-operation with Colleagues	<ul style="list-style-type: none"> <li>i. establish and maintain effective working relationships with colleagues</li> <li>ii. encourage others and participate in professional development</li> <li>iii. support the Centre Manager in prioritising the management of the Centre and in inducting new staff and students</li> </ul>
Contribution to Wider Centre Operations which includes commitment to all policies and procedures	<ul style="list-style-type: none"> <li>i. contribute to the life of the Centre, its children, parents, and community</li> <li>ii. you are required to take a reasonable degree of responsibility for your own health and safety, and that of others.</li> <li>iii. You are expected to adhere to the Teaching Council's Code of Professional Responsibility</li> <li>iv. You are expected to practise the Centre's values in daily practice</li> <li>v. Following all policies and procedures to ensure compliance is me at all times</li> </ul>
Centre Administration	<ul style="list-style-type: none"> <li>i. maintain accurate records in relation to Centre administrative requirements</li> <li>ii. proficient in using ICT systems</li> <li>iii. is conversant with Te Whāriki and all relevant national documentation such as Tātaiako and Tapasā, and the connection between Te Whāriki and the National Curriculum and be aware of pedagogical theories.</li> <li>iv. participates in regular review of the Statements of Teaching practice and other Centre procedures and practices</li> <li>v. participates in regular documented staff meetings</li> </ul>
Professional Learning	<ul style="list-style-type: none"> <li>i. display an ongoing commitment to extending and updating their own professional learning</li> <li>ii. maintain their full teacher certification (Category One or Two) status through compliance with the Teaching Council's Standards for the Teaching Profession</li> </ul>
Nurturing and Care	<ul style="list-style-type: none"> <li>i. interactions with children are warm and nurturing and intended to foster a trusting and respectful relationship.</li> <li>ii. Interactions with children are based on their rights to protection and promotion of their health and wellbeing</li> <li>iii. All learning opportunities must be equitable and respectful of their interests, capabilities, and dispositions.</li> </ul>

## 2. Person Specification

### **Essential:**

- Undergraduate degree in ECE teaching practice minimum
- Full teacher certification (Type One) Tiwhikete Whakaakoranga Tūturu; or full teacher certification (Type Two) Tiwhikete Whakaakoranga Pūmau; from the Teaching Council
- Be physically and mentally capable of performing the requirements of the job
- Full driver's license
- No convictions or cases pending for fraud, physical assault, or substance abuse (includes alcohol) (subject to Police vet check)
- Able to successfully pass a safety check in accordance with the standards required under the Children's Act 2014

### **Desirable:**

- At least two years' experience in New Zealand-based ECE service
- Intermediate level Te Reo and tikanga Māori