

**Aidanfield Christian School  
Te Reo/Tikanga and Cultural Leadership**

**JOB DESCRIPTION**

<b>Role Holder</b>	
<b>Role Title</b>	<b>Bi Cultural Te Reo Tikanga development and Cultural Leadership</b>
<b>Hours of Work</b>	Up to 0.6 (three days/week) fixed days due to timetabling
<b>Term of Contract</b>	Permanent part-time
<b>Responsible to</b>	Principal, SLT
<b>Liaise with</b>	
<b>General purpose of the role</b>	<ul style="list-style-type: none"> <li>• To nurture a love of things Māori, Reo and tikanga within the school so that our students continue to engage with, understand, and grow in their knowledge of our bicultural relationships with NZ.</li> <li>• To support teachers in their grasp of te Reo, tikanga so they can teach knowledgeably and accurately.</li> </ul>
<b>Person specifications</b>	<ol style="list-style-type: none"> <li>1. Commitment to support the Special Character of the school because of a living, ongoing relationship with our God.</li> <li>2. Deeply rooted in an understanding of the Māori world and how it intersects with biblical truth.</li> <li>3. Excellent communication skills.</li> <li>4. Proven team leadership and people management skills.</li> <li>5. Current employment as a teacher with current Practicing Certificate.</li> <li>6. Met professional standards relevant to their current position.</li> </ol>

ROLE DESCRIPTION	
Purpose	Function
<b>Strengthening the use of effective inquiry approaches to teaching and learning</b>	<ul style="list-style-type: none"> <li>Lead learning groups within the school inclusive of a focus on 'teaching as inquiry' with specific focus on te ao Māori.</li> <li>Provide and lead structured opportunities, based on the evidence of best practice, for teachers to support and assist the ongoing development of effective approaches to 'teaching as inquiry'.</li> </ul>

Professional Knowledge in Practice – Ako		
Domain	Broad Standards	Applicant demonstrates successful practice and understanding of:
<b>Bicultural knowledge and practice</b>	Leads the development of expertise across the school in teaching in bicultural and/or bilingual Aotearoa New Zealand, consistent with the Treaty of Waitangi, to support improved outcomes for Māori students.	<ul style="list-style-type: none"> <li>Implications and applications of the Treaty of Waitangi in New Zealand educational settings.</li> <li>Māori enjoying and achieving educational success as Māori.</li> <li>Working collaboratively on bicultural initiatives.</li> </ul>
<b>Planning for success</b>	Leads and works with colleagues to plan, implement and coordinate evidence-based cycles of inquiry that lead to improved outcomes for diverse (all) learners within the school	<ul style="list-style-type: none"> <li>Negotiating across a range of views on development of collaborative plans and evidence-based cycles of teacher inquiry that have resulted in improved outcomes for diverse (all) learners.</li> </ul>
<b>Effective teaching and learning</b>	Leads and works with colleagues within school to develop expertise consistent with current and relevant research evidence that strengthens teaching to support the learning and achievement of every student in ways that recognise their identity, language and culture.	<ul style="list-style-type: none"> <li>Leading change with colleagues using current and relevant research evidence to support every student to learn and achieve in ways that recognise their identity, language and culture with a specific focus on supporting effective practice for Māori whanau.</li> </ul>
<b>Professional learning</b>	Works responsively with colleagues within the school to identify professional learning strengths and needs using a range of evidence, and works collaboratively to develop their capabilities to improve teaching, and learning outcomes for diverse (all) learners.	<ul style="list-style-type: none"> <li>Using a range of evidence to identify professional learning strengths and needs and to monitor progress towards goals with specific focus on our bicultural journey as a staff.</li> <li>Facilitating and working collaborative on professional learning approaches that improve outcomes for diverse (all) learners.</li> </ul>

Domain -	Professional Relationships, Values And Engagement - Mahi Tahi	
Focus Area	Broad Standards	Applicant demonstrates successful practice and understanding of:
<b>Values</b>	Is open-minded, respects and values the culture, knowledge and expertise of others, shows a willingness to learn and understands their own agency in	<ul style="list-style-type: none"> <li>Respecting and valuing the culture, knowledge and expertise of others.</li> </ul>

	promoting teaching and learning for all.	<ul style="list-style-type: none"> <li>• Taking agency for own professional development to improve teaching and learning.</li> </ul>
<b>Relationships</b>	Demonstrates openness to learning and constructive problem-solving to build and maintain relationships of challenge, trust and respect within school and home/ iwi communities.	<ul style="list-style-type: none"> <li>• Being open to collaborative learning and constructive problem-solving.</li> <li>• Building and maintaining relationships of challenge, trust and respect.</li> </ul>
<b>Engagement</b>	Activates and develops educationally powerful connections towards shared goals within the school and its community.	<ul style="list-style-type: none"> <li>• Creating and sustaining educationally powerful connections within the school, across the Community of Learning and with parents and whānau that lead to improved student outcomes.</li> </ul>