



Hare Krishna School Classroom Teacher Job Description

Dimension	Performance Expectations
Special character	<ul style="list-style-type: none">· Demonstrate commitment to developing Krishna conscious special character values and principles in education at the school· Promote the Krishna conscious character of the school
Professional knowledge and Growth	<ul style="list-style-type: none">· Demonstrate commitment to Tangata Whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand· Commitment to own professional growth through the inquiry process.· Active participation in Staff, team meetings and professional development opportunities.· Planning will reflect changes based on the evidence gathered within the professional growth cycle process.· Active participation within the school appraisal process· Being open to new ideas, change and feedback from others· Work in collaboration with others to develop culturally responsive practice· Changes in personal practice will reflect research and inspiration from range of sources and data



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<p>Classroom Practice</p>	<ul style="list-style-type: none"> · Meets the criteria for a 'Practicing Teacher' in relation to their level of experience · Short and long term planning and teaching demonstrate a coherent learning programme aligned to ākonga' needs and interests. · Links to school and NZ curriculum documents are apparent and provide for integration across areas, competencies and levels · Providing a range of engaging learning experiences and teaching approaches to meet the needs of the learners · Collaborative planning and teaching is used at year levels across the schools · Ongoing and timely marking and feedback is provided to students so they can understand their achievement and next steps · Specific Learning Intentions and success criteria provided for learning · Uses digital technology to enhance learning
<p>Student achievement</p>	<ul style="list-style-type: none"> · Use formal and informal assessments to gather appropriate assessment data on learners – particular focus on priority learners within charter goals · Data collection is analysed and regularly discussed within syndicates to ensure consistency and to assess the impact of teaching and learning decisions made by teachers. · Assessment approaches enhance student engagement in the learning process are developed. This includes strategies to develop student agency, student voice and student understanding of their own strengths and next learning steps.



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Professional relationships	<ul style="list-style-type: none">· Establishes strong and respectful relationships with all students, parents and whanau· Fosters relationships between the classroom and the home· Ensure the classroom environment is conducive to enabling students to manage their own learning successfully· Motivate and encourage students to improve their achievement· Create a positive class culture· Participates in the school behaviour management system· Knowing our learners so we can personalise learning opportunities· Communicates effectively both orally and in writing to a range of audiences
Team membership	<ul style="list-style-type: none">· Establish and maintain effective working relationships· Support colleagues through collaborative practice and makes constructive contributions their teaching team· Make specific contributions to the wider life of the school for the benefit of the students.· Take a full and active part in the social life of the staff to assist in the development of a positive team spirit and collegiality.