

Kaiako Job Description

‘Waiho i te toipoto, kua i te toiroa’

Let us keep close together, not far apart.

Vision:

To be a learning community where our whānau feel a sense of ukaipō and are nurtured to walk confidently in te ao Māori and te ao Pākehā. Through whanaungatanga, aroha, and manaakitanga we strive to be a whānau where our tamariki recognise their talents, know they are important, engender pride, unity, and belong.

Kaupapa:

Kaiako are the key resource in any ECE service. Their primary responsibility is to facilitate children’s learning and development through thoughtful and intentional pedagogy. This means they need a wide range of capabilities.

To work as a collaborative and reflective Kaiako, to provide a quality program to tamariki based on the principles of Te Whāriki, and Tātaiako to guide them. They will have sound knowledge and research of what constitutes good practice. At all times portray yourself as a professional early childhood Kaiako as outlined in the Standards for the Teaching Profession and Code of Professional Responsibility.

Kaiako at Karanga Mai Early Learning Centre will know our philosophy and align it to their teaching practice, they will understand our program and what being a whānau kaiako means. Kaiako will also know their responsibilities enacting Tiriti based practice and what this looks like in practice.

Responsible to:

- Tumuaki KMELC
- Kaiwhakahaere KMELC
- Kaiwhakahaere Community Wellbeing North Canterbury Trust
- CWNCT Board of trustees

Functional Relationships:

- Tamariki
- Parents/ Whānau/ Caregivers
- Manuhiri
- Van drivers
- Aku haumi/Colleagues
- Employer
- Community
- Agencies, specialists and external experts
- Volunteers and Students
- Mana whenua

Key Areas:

Curriculum:

To plan, implement and evaluate the early childhood curriculum, Te Whāriki, to enhance tamariki learning and development through the provision of learning experiences that respond to the learning interests, strengths and capabilities of all tamariki. The environment, routines, people, and happenings within and around the service and community provide opportunities for learning.

Relationships:

Develop responsive, reciprocal relationships with tamariki, parents, whānau and kaiako. Enable tamariki learning and development through relationships and interactions, which are responsive, positive and encouraging. Respect and acknowledge the aspirations of parents, whānau. Make all reasonable efforts to collaborate with parents in relation to the learning and development of, and decision-making about their child. Work collaboratively with your team to plan, review and evaluate learning and teaching practices. Contribute to a positive team culture with the teaching team and support staff. Respect and uphold the mana of tamariki, parents, whānau, and individuals. Uphold ngā uara within our philosophy to maintain relationships with our whole community.

Environment:

To provide a respectful and positive learning environment which supports the philosophy and the provision of meaningful curriculum. Rich in play, rich in experience, and rich in teaching. Environments provide multiple sources of stimulation to encourage the principles and strands of the curriculum and extend tamariki, strengths and needs.

Health and Safety:

To take steps to promote the health and safety of tamariki, kaiako, yourself and visitors. Ensuring the service and equipment is maintained in good repair and rooms clean and tidy. All kaiako re-presenting the environment and helping to tidy throughout the day when needed to reduce the risk of accidents. Implementation of policies, procedures, and supervision should ensure that tamariki are kept safe and feel secure within a safe environment, where symptoms of danger or abuse are promptly recognised.

Kaiako have adequate first aid training.

When travelling in the van with tamariki, ensure that safety belts are secured adequately, and they are in the correct sized car seat for age. Please read child restraint guidelines as advised by NZTA here:

<https://www.nzta.govt.nz/assets/resources/factsheets/07/docs/07-child-restraints.pdf>

Name:

Signature:

Date:

| Key Tasks | Quality Practices |
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| <p><i>Te Tiriti o Waitangi (TTOW) partnership/ Te hononga pātui i raro o Te Tiriti o Waitangi</i></p> <p>Demonstrate commitment to tangata whenuatanga and TTOW partnership in Aotearoa.</p> <p>Tātaiako Key Competency: Tangata Whenuatanga.</p> | <ul style="list-style-type: none"> ● The learning environment reflects the partnership of TTOW ● Opportunities for learning and using te reo Māori are provided for throughout the day ● Establish community links to support the bicultural curriculum. ● Natural resources are used in activities ● Tikanga Māori is understood and implemented in teaching practice (sleeping, food, tuākana tēina relationships, tapu/noa) ● Practice and develop the relevant use of te reo Māori and tikanga-a-iwi in context ● Consult whānau about their aspirations for their tamariki ● Tamariki portfolios reflect their learning experiences in a bicultural programme ● Understand and acknowledge in the program the local history and places of significance of the partners of TTOW ● Events that involve whānau are held and are used to engage in whanaungatanga, sharing kai, and exchanging information of their tamariki everyday experiences and what happens at home. Our philosophy to be upheld at these times. |
| <p><i>Professional learning/ Akoranga ngaiotanga</i></p> <p>Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all tamariki</p> | <ul style="list-style-type: none"> ● Inquire into and reflect on the effectiveness of practice and impact on outcomes for tamariki in an ongoing way, asking good questions, gathering and using evidence from a range of sources, making sense of the information. ● Engage in internal evaluation, driven by the motivation to improve. ● Seek and respond to feedback from tamariki, colleagues and other education professionals. ● Engage in collaborative problem solving and learning focused collegial discussions. |

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| <p>Tātaiako Key Competency: Wānanga</p> | <ul style="list-style-type: none"> ● Engage in professional learning and adaptively apply this learning in practice. ● Fulfill the expectations of the Service’s appraisal and registration process ● Take responsibility for your ongoing learning and development and registration. ● Provide a brief of professional development attended to the team at wānanga and a copy of notes to service. ● Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse tamariki, including tamariki with disabilities and learning support needs; and wider education matters. ● Work collaboratively to ensure that evaluation leads to improvement. ● Sharing accurate information about the service to potential and new families. ● Maintain current registration. |
| <p><i>Professional relationships/ Ngā hononga ngaio</i></p> <p>Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.</p> <p>Tātaiako key competency: Whanaungatanga</p> | <ul style="list-style-type: none"> ● Engage in reciprocal, collaborative learning focused conversations with: <ul style="list-style-type: none"> ○ Tamariki, families and whānau ○ Teaching colleagues, support staff and other professionals ○ Agencies, groups and individuals in the community. ● Meet and greet whānau and tamariki by name, pronounced correctly ● Actively contribute, and work collegially in the pursuit of improving own practice and organisational practice ● Show leadership within your role and in areas of responsibility. ● Enhance tamariki learning and development through relationships and interactions which are responsive, reciprocal, positive and encouraging ● Responding sensitively to tamariki feelings, interests, abilities and cultural backgrounds |

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| | <ul style="list-style-type: none"> • Engage in conversations with tamariki about people, places, events and things that are meaningful • Ensuring the basic needs of tamariki is met, protecting them from harm, ensuring positive communication, interactions and experiences. • Confidentiality will be maintained always, no private information will be shared without permission of tamariki, whānau or the service. • Support and implementation for planning and preparation for community events, excursions, matariki whānau evenings. • Visitors greeted and made to feel welcome. Show them manaakitanga |
| <p><i>Learning-focused culture/He ahurea akoranga</i></p> <p>Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.</p> <p>Tātaiako Key Competency: Manaakitanga, whanaungatanga, wānanga</p> | <p>Emotional well-being:</p> <ul style="list-style-type: none"> • Tamariki are treated fairly and equally • Tamariki emotional needs are responded to promptly • Tamariki communication is respected as valid • Tamariki should not be left to cry • When interacting with tamariki get down to their level. Speak clearly and warmly. Do not raise your voice inappropriately. <p>Physical well-being:</p> <ul style="list-style-type: none"> • Tamariki receive respectful and appropriate support with eating, dressing and toileting • Kaiako dialogue and work in partnership with parents, whānau regarding concerns or issues as appropriate. • Positive behavioral guidance is understood and implemented in practice with the intention of developing the child /children’s social competence. • Children growing independence is encouraged. <p>Intellectual well-being:</p> <ul style="list-style-type: none"> • Careful observation and assessment shows individual tamaiti learning and development and next steps. These are to be shared with all kaiako at wānanga when planning collaboratively. |

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| | <ul style="list-style-type: none"> • Experiences extend tamariki knowledge, skills and dispositions for learning in relation to the world around them. • Literacy and numeracy practices and resources, support children’s competence and confidence in these key areas. • Experiences enable a growing knowledge and understanding of sustainable, environmental practice. <p>Wairua well-being:</p> <ul style="list-style-type: none"> • Kaiako understand the importance of each child’s ‘sense of self’ and take appropriate steps to ensure each child has a sense of belonging in the learning community • Tamariki choices are respected. • Activities and the learning environment are implemented to foster collaborative learning • Individual and group interests are documented, clearly showing the learning which occurred and the kaiako’s evaluation for the extension of learning • Provide challenging experiences to encourage problem solving, reasoning, planning, predicting, creativity and curiosity. • Questioning and conversations with tamariki are meaningful, thought stimulating encouraging in tamariki thinking and learning. • Teaching approaches, resources technologies and assessment activities are effective for all tamariki • Develop learning-focused relationships with tamariki, enabling them to be active participants in the process of learning, sharing ownerships and responsibility for learning. • Foster trust, respect and cooperation with and among tamariki so that they experience an environment in which it is safe to take risks. • Demonstrate high expectations for the learning outcomes of all tamariki, including for those tamariki with diverse learning needs. |
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| | <ul style="list-style-type: none"> • Manage the learning setting to ensure access to learning for all and to maximise tamariki physical, social, cultural and emotional wellbeing. • Create an environment where tamariki can be confident in their identities, languages, cultures, and abilities. • Meet relevant regulatory, statutory and professional requirements. • Ensure daily check is completed • Hazard identification and management regularly practiced and reported to tūmuaki or kaiwhakahaere • All accidents and incidents effectively managed, documented and communicated. • Risk Assessment Management completed prior to excursions and outings • Participate in and ensure successful evacuation drills • Medicine administered appropriately and in a timely manner to child as required. Also ensuring our parents/whānau sign the medicine register if needed and medicine is kept in the medical cabinet. • Conflict will be dealt with as it arises in a professional, mana enhancing manner. • First aid cabinet kept stocked appropriately • Maintain current first aid certificate. • Record and/or report maintenance requirements. • Report hazards. |
| <p><i>Design for learning/ Te hoahoa akoranga</i></p> <p>Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner’s strengths, interests, needs,</p> | <ul style="list-style-type: none"> • Plan a wide range of learning experiences from which tamariki can choose familiar activities or try new challenges • Articulate clearly the aims of teaching, give sound professional reasons for adopting these aims. • Through planning and teaching, demonstrate knowledge and understanding of relevant content, disciplines and curriculum documents. • Contributes fully to team planning, reflection and evaluation |

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| <p>identities, languages and cultures.</p> <p>Tātaiako Key Competency: Ako, Wānanga, whanaungatanga, Tangata Whenuatanga.</p> | <ul style="list-style-type: none"> • An understanding of current socio-cultural theory is evident, demonstrating an awareness of tamariki current development, cognitive and social levels • Create opportunities for tamariki to expand their thinking and learning within the context of friendly, nurturing relationships • The curriculum reflects all cultures • Assessment practice is credit based and demonstrates an understanding of socio-cultural theory • The child’s voice and parents, family/whānau voices are evident in tamariki individual assessments. • Provide open ended activities requiring tamariki to problem solve • Tamariki are provided with opportunities to explore the natural environment. • Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning. • Gather, analyse and use appropriate assessment information, identifying progress and needs of tamariki to design clear next steps in learning and to identify additional supports or adaptations that may be required. • Design and plan culturally responsive, evidence-based approaches that reflect the local community and Te Tiriti o Waitangi partnership in New Zealand. |
| <p><i>Teaching/Te Whakaakoranga</i></p> <p>Teach and respond to tamariki in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.</p> | <ul style="list-style-type: none"> • Provide a wide range of learning experiences from which tamariki can choose familiar activities or try new challenges • Extend tamariki thinking and actions through sensitive and informed guidance, interventions and support • Respect tamariki preferences and involve tamariki in decisions about their participation in activities. |

**Tātaiako Key Competency:
Wānanga, Tangata whenuatanga, Ako.**

- Observing tamariki interactions and ensuring that all tamariki are included.
- Teach in ways that ensure all tamariki are making sufficient progress, and monitor the extent and pace of learning, focusing on equity and excellence for all.
- Specifically support the educational aspirations for tamariki Māori, taking shared responsibility for these tamariki to achieve educational success as Māori
- Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessments of learning strategies and modify these in response to the needs of individuals and groups of tamariki.
- Provide opportunities and support for tamariki to engage with, practices and apply learning to different contexts and make connections with prior learning.
- Teaching in ways that enable tamariki to learn from one another, to collaborate, to self-regulate and to develop agency over their learning
- Ensure tamariki receive ongoing feedback and assessment information and support them to use this information to guide further learning.
- Environment is checked to ensure sufficient resources and equipment, restocked and cleaned regularly.
- Activities demonstrate an understanding of individual tamariki zones of proximal development where the levels and process of tamariki being able to complete activities on their own is recognised.

Code of Professional Responsibility

Use the code to:

- Understand your obligations and responsibilities to others and the need to demonstrate high standards of professional behaviour in all we do
- Make the right decision each day.
- For professional conversations

| Key Tasks | Expected Outcome |
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| <p><i>Commitment to the Teaching Profession/Ko te Ngākaunui ki te Umanga whakaakoranga</i></p> <p>Tātaiako Key Competency: Ako, Wānanga, Tangata Whenuatanga</p> | <p>I will maintain public trust and confidence in the teaching profession by:</p> <ul style="list-style-type: none"> • Demonstrating a commitment to providing high-quality and effective teaching • Engaging in professional, respectful and collaborative relationships with colleagues • Demonstrating a high standard of professional behaviour and integrity • Demonstrating a commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in the learning environment • Contributing to a professional culture that supports and upholds this Code. |
| <p><i>Commitment to the tamariki/Ko te Ngākaunui ki ngā tamariki</i></p> <p>Tātaiako Key Competency: Manaakitanga, Tangata Whenuatanga.</p> | <p>I will work in the best interests of tamariki by:</p> <ul style="list-style-type: none"> • Promoting the wellbeing of tamariki and protecting them from harm • Engaging in ethical and professional relationships with tamariki that respect professional boundaries • Respecting the diversity of the heritage, language, identity and culture of all tamariki • Affirming tamariki Māori as tangata whenua and supporting their educational aspirations • Promoting inclusive practices to support the needs and abilities of all tamariki • Being fair and effectively managing my assumptions and personal beliefs. |
| <p><i>Commitment to Families and Whānau/ Ko te Ngākaunui ki ngā Whānau</i></p> <p>Tātaiako Key Competency: Whanaungatanga, Tangata Whenuatanga</p> | <p>I will respect the vital role my tamariki families and whānau play in supporting their tamariki learning by:</p> <ul style="list-style-type: none"> • Engaging in relationships with families and whānau that are professional and respectful • Engaging families and whānau in their tamariki learning • Respecting the diversity of the heritage, language, identity and culture of families and whānau. |
| <p><i>Commitment to Society/ Ko te Ngākaunui ki te Hapori Whānui</i></p> | <p>I will respect my trusted role in society and the influence I have in shaping futures by:</p> <ul style="list-style-type: none"> • Promoting and protecting the principles of human rights, sustainability and social justice |

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| <p>Tātaiako Key Competency: Wānanga, Tangata Whenuatanga, Ako.</p> | <ul style="list-style-type: none">• Demonstrating a commitment to a Tiriti o Waitangi based Aotearoa• Fostering tamariki to be active participants in community life and engaged in issues important to the wellbeing of society. |
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