



# Māori Curriculum Leader : Year 1-13 |

## Job Description |

30 Acacia Avenue, Christchurch office@middleton.school.nz |

### General Description

Curriculum Leaders form an important part of the School's Middle leadership, contributing to the development and implementation of the School's Strategic Goals. Key components of the position include:

- Provision of a high quality curriculum in line with the School's Foundational Principles for Curricula and the New Zealand Curriculum.
- Leadership of Curriculum Area staff to ensure effective and inspirational teaching.
- Aligning Curriculum Area goals with School Strategic Goals

### Accountability

The Curriculum Leader will be directly accountable to the Curriculum Senior Leader and ultimately to the Principal.

### Skills

The Curriculum Leader must:

- Have an understanding of the philosophy of Christian Education and the ability to translate it into practice in the classroom, playground, office and staffroom.
- Demonstrate an understanding of current educational trends, curriculum design and practice.
- Exhibit diligence and commitment to all aspects of employment including areas such as professional presentation and behaviour, observing confidentiality expectations, approach to and completion of tasks within required timeframes, self-directed and innovative.
- High level of inter-relational skills, including communication skills and ability to develop good working relations with colleagues, other curriculum areas, parents and pupils.
- Capacity to develop and exercise inspirational leadership and management across the curriculum area including staff management (collegiality, conflict resolution, guidance), budgeting / finances and programme management within an educational environment.
- Have the ability to organise, delegate and co-ordinate workflow within the curriculum area.
- Be competent in the use of information technology in common use throughout the School.
- Be familiar with and meet expectation of all school policies and procedures.

### Role Expectations

- Exercise leadership in implementing the School's Strategic Vision within the context of its Special Character statements.
- Unit holder responsibilities build on the generic teacher job description.

## **Professional Leadership**

### **Performance Standards**

- To demonstrate a thorough understanding of current approaches to effective teaching and learning across the curriculum.
- To provide professional leadership to staff within the delegated areas of responsibility.
- To make constructive contributions, where applicable, to the leadership of the School in a manner which supports the Principal as school instructional leader.
- To understand and apply, where appropriate, current practices for effective leadership within education.
- To identify and act on opportunities for improving effective teaching and learning within the curriculum area.
- Encourage the pursuit of excellence in teaching and learning.
- Seek new opportunities for enhancing the curriculum area programme.

## **Programme Leadership**

### **Performance Standards**

- To assist in establishing procedures / programmes, which meet national requirements, are consistent with the School's Charter and strategic planning and reflective of the School's commitment to effective teaching and learning.
- To ensure that changing social and cultural factors affecting the School's community are reflected in procedures and programmes.
- Ensure the academic programme is operated in such a way as to achieve the best possible academic results for every pupil.
- Ensure that a distinctively Christian worldview is implicit in all curriculum, and evident in practice in classrooms.
- Work with Heads of School to ensure policies and procedures regarding assessments are communicated to pupils and parents.
- Supervise the maintenance of records of completion and evaluation of teaching and learning units.
- Supervise the maintenance of records of pupil achievement in the courses within the Curriculum Area.
- Monitor and where appropriate follow-up on pupils' completion of set tasks and learning experiences.
- Supervise the preparation of reports to parents for courses within the Curriculum Area.

## **Staff Leadership**

- To participate in and contribute to, the School's performance management system.
- Make recommendations on appropriate professional development opportunities for staff.
- To motivate and encourage staff to improve the effectiveness of teaching and learning.
- To devolve responsibilities and delegate tasks appropriately.
- Advise the Principal as to the staffing needs and priorities within the Curriculum Area.
- Assist in the selection and appointment process of appropriately qualified staff within the Curriculum Area.
- Participate in the induction of staff new to the School by providing information about the daily procedures of the School and Curriculum Area.
- Actively lead staff teaching courses under their supervision in innovative and effective teaching practices by modelling exemplary standards of classroom teaching.

## **Relationship Management**

- Promote collaboration with other curriculum areas such that the general activities of this curriculum area are seen positively by others as an integral part of the general school programme.
- Foster positive relationships between the School and all sectors of the community through effective oral and written communication to a range of audiences.
- Provide information to the Principal on areas of delegated responsibility in order to assist with effective management and strategic planning in the School.
- Ensure that procedures for decision making within delegated authorities of areas of responsibility are consultative and consistent with School policies.
- Establish and maintain good communication processes with staff, and between staff and members of the Senior Leadership Team.

## **Financial Management**

- Effectively and efficiently use available financial resources and assets, within delegated areas of authority, to support improved learning outcomes for pupils.

*“And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through him.”* Colossians 3:17

The appointment should be based on a strong calling from the Lord as agreed by both the School and the individual. The Curriculum Leader should be a leading servant amongst the staff seeking to serve the rest of the school community in achieving the Mission Statement and Strategic Goals of the School. It should be noted that, while detailed, this job description is not exhaustive and the Principal may, at his discretion, vary these responsibilities as required.

**IN ADDITION** to the Middleton Grange Generic Job Description, Salary Unit Holder Job Description and Māori Teacher Job Description.

1. Possess excellent academic qualifications in Māori, B.A Degree in Māori or equivalent.	
2. Possess excellent Māori language skills with an ability to teach in Māori from Years 7 – 13.	
3. Demonstrate general proficiency in tikanga Māori, including Marae protocol, waiata a ringa, mahi a ringa, poi, kapa haka, mau rakau, ktm	
4. Have a range of other than Māori courses in the degree/qualification make-up appropriate to Middleton Curriculum delivery requirements.	
5. To assist teacher delivery in Junior School in addition to working as a member of the team to deliver Māori to Middle School Years 7 to 10, Senior College Years 11 to 12.	
6. To keep up to date with Māori subject area and to plan for Curriculum 2001 and beyond, developments and delivery.	
7. To contribute to other areas of Department activity, for example, Department meetings, assisting other Departments meet Ministry Māori requirements, and the demands of Te Reo and Tikanga Māori in their areas.	

**PERSON DESCRIPTION:** Consider how you might be able to demonstrate, providing examples your knowledge, experience and/or ability in the following. How would you specifically apply your giftings from the schedule below in specific instances in your teaching?

### Personal Qualities

1. Have a strong Christian belief and service ethos, and be willing to participate in the prayer-life of the School. Understand the relationship between Māori ethnicity and Christian faith.	
2. Understand the importance of, and be committed to, Christian education in a Māori context.	
3. Be committed to excellence in the education of students who study Māori.	
4. Be innovative and committed in teaching Māori, able to demonstrate enthusiasm, versatility, creativity and flexibility.	

5. Possess excellent interpersonal skills with a student - focused approach to teaching and learning.	
6. Be ordered, organized and able to determine priorities, be able to handle pressure and meet deadlines.	
7. Be willing to work irregular hours on occasions, e.g., Marae visits, [parent/teacher evenings, and sports trips.]  Be willing to work irregular hours on occasions outside of your usual professional obligations , e.g., Marae visits,	
8. Be outgoing, energetic, and highly motivated.	

### **Cultural/Tikanga Māori**

9. Have an understanding of the issues related to the Treaty of Waitangi, especially as they relate to education.	
10. Willing to become involved in and lead extra curricular activities at Middleton, such as Marae visits, staff training day Māori activities, kapa haka, School Whānau rōpū, and Fiesta.	
11. Be an enthusiastic advocate for students and their access to Māori Studies; Māori tikanga and Reo in a Christian/Māori framework.	
12. Have knowledge and experience of Māori education organizations in New Zealand.	
13. To lead, when required, the Whānau group, and as such be responsible for the efficient conduct of, and recording of meetings.	
14. Assist arrange pōwhiri as required for visitors to School.	

### **Team Work/Interactions**

15. Demonstrate appropriate role modeling to students.	
16. Be a team worker, with team-building skills and the ability to lead, manage and motivate students, parents and staff.	

### Communication Skills

17. Possess excellent oral and written communication skills, good verbal and written communication skills and proven ability to produce clear teaching materials and be able to draft accurate and concise reports.	
---	--

### Training/Management Skills

18. Be able to manage and be responsible for Department resources and budgets.	
--	--