

The Wintec Team

Ngā Whakatakanga o Wintec

You and the Wintec Team

You'll be part of the team at Wintec, which aims to strengthen the community on many levels (ki te whakakaha i te iwi hāpori mā te ara matauranga, rangahau arā umanga whanaketanga). Your qualifications and industry experience will help us provide the best education, the most modern facilities and the latest technology to students locally, nationally and worldwide.

Connected to the World

You'll also help Wintec stay connected to business and the community so our students can gain on-the-job experience and graduate work ready. We'll support you to enhance your own qualifications and experience, extend your skill sets and expand your industry and educational connections locally and globally.

Working at Wintec

If you enjoy the challenge of new ideas, the satisfaction of a job well done and the success that comes with great teamwork, you'll love working at Wintec!

Role Purpose

Whāinga Turanga

1. To work as a collaborative and reflective kaiako (Teacher), providing programmes to children based on the principles of Te Whāriki and what research constitutes as good practice.
2. To plan, implement and evaluate the early childhood curriculum, Te Whāriki, to enhance ākonga (learner) learning and development.
3. Develop responsive, reciprocal relationships with ākonga, families and kaiako and work collaboratively with your team to plan, review and evaluate learning and teaching practices.
4. To provide a respectful and positive learning environment which supports the philosophy and the provision of a meaningful curriculum.
5. To take steps to promote the health and safety of ākonga, kaiako, yourself and visitors, ensuring rooms are clean and tidy always.

Employment Details

Te Anga o te Mahi

Location The appointee will be based at Hamilton City campus but may be required to work at other sites.

Reports to Childcare Manager

Remuneration \$54,300 to \$71,300 per annum

(An indication ONLY)

Band Band 4

Direct reports Nil

Financial authority Nil

Functional relationships Kidz@Wintec staff

Internal

External

Kidz@Wintec Students

Parents, Guardians and whānau of Kidz@Wintec students

Accountable for

Te Kawenga mō

Te Tiriti o Waitangi partnership / Te hononga pātui i raro o Te Tiriti o Waitangi

Demonstrate commitment to tangata whenuatanga (indigenous people) and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.

Successful when

Angitu ina

The learning environment reflects the dual partners of the Treaty of Waitangi.

Whānau (family) aspirations for their ākonga are woven throughout the curriculum and recorded in ākonga portfolios.

Tikanga Māori is understood and implemented into teaching practice, alongside the continual development of the use of te reo Māori.

Professional learning / Akoranga ngaio

Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all ākonga.

The effectiveness of practice and impact on outcomes for ākonga are inquired into and reflected on in an ongoing way.

Practice is informed through using good questions, gathering and using evidence from a range of sources, feedback and making sense of the information.

Fortnightly staff meetings are attended; internal evaluation, collaborative conversations with colleagues and inquiries are motivators to improve.

The expectations of Kidz@Wintec appraisal (My Plan) and certification process are fulfilled and certification and first aid certificates are current.

Professional relationships / Ngā hononga ngaio

Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.

Reciprocal, collaborative learning focused conversations with all those involved in the service are evident.

The basic needs of ākonga are met, protecting them from harm, ensuring positive meaningful communication, interactions and experiences.

Confidentiality is maintained always, no private information will be shared without permission of ākonga, whānau or the service.

Learning-focused culture / He ahurea akoranga

Develop a culture that is focused on learning, that is characterised by respect, inclusion, empathy, collaboration and safety

The learning setting is managed to ensure access to learning for all and to maximise ākonga physical, social, intellectual, cultural and emotional wellbeing.

All in-centre policy and procedures are followed to a high standard.



Leading change
SHAPING FUTURES

Accountable for

Te Kawenga mō

Successful when

Angitu ina

The experiences provided, and documented, in the learning environment are implemented to foster collaborative learning.

Challenging experiences to encourage problem solving, reasoning, planning, predicting, creativity and curiosity are provided and documented.

The contributions of all tamariki (children), their families/whānau, and communities are valued. Every learner is recognised as unique and building on their languages, cultures, and interests identifies and removes any barriers to achievement.

High expectations for the learning outcomes of all ākonga are demonstrated, including for those ākonga with diverse learning needs.

Design for learning / Te hoahoa akoranga

Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.

A wide range of learning experiences, that reflect all cultures, from which ākonga can choose familiar activities or try new challenges are planned, implemented and provided.

Planning and teaching demonstrates, and can be articulated, knowledge and understanding of relevant content, disciplines and curriculum documents.

Assessment information is gathered, analysed and used to identify progress and needs of ākonga to design clear next steps in learning and to identify additional support or adaptations that may be required.

Ensure ākonga are provided with opportunities to problem solve and explore the natural environment.

Teaching / Te whakaakoranga

Intentionally teach and respond to ākonga in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.

A wide range of learning experiences from which ākonga can choose familiar activities or try new challenges are provided, and the framework of notice, recognise and respond is used in assessments.

An increasing repertoire of teaching strategies, approaches, learning activities, technologies and also assessments of learning strategies are implemented. These are modified in response to the needs of individuals and groups of ākonga.

Accountable for

Te Kawenga mō

Successful when

Angitu ina

The educational aspirations for Māori ākongā are supported, taking shared responsibility for these ākongā to achieve educational success as Māori.

The environment is monitored to ensure there are sufficient resources and equipment, and that these are reorganised, restocked and cleaned regularly.

Health and safety management accountabilities are understood and applied.

Individual and staff H&S outcome and objectives are reviewed at least annually.

Risk Assessment Management completed prior to excursions and outings.

Significant hazards in the area of responsibility are identified, documented and reviewed annually or as new hazards emerge.

Significant hazards are eliminated, isolated and/or risk minimised.

Staff in the area of responsibility are involved in the hazard management process.

Relevant H&S training is identified and completed for key staff and those with specific job/training requirements.

Work accidents and incidents are reported as soon as possible after occurrence; investigation reports are completed, and recommendations considered.

Wintec culture

Observes Wintec's mission, strategies, priorities and values in all activities.

Follows all Wintec policies and procedures and legislative obligations.

Demonstrates an understanding and commitment to the principles of the Treaty of Waitangi and Equal Employment Opportunities (EEO).

Demonstrates an understanding of and commitment to Wintec's mission, strategies, priorities and values.

Promotes equity and diversity in the workplace; builds mutual trust; and treats staff equitably, transparently, fairly and in a culturally appropriate manner.

Undertakes continuous improvement and development of systems, procedures and service to ensure Wintec maintains and develops its position as a leading provider of vocational education and training.

Accountable for

Te Kawenga mō

Other duties

Successful when

Angitu ina

Performs other duties as may be reasonably required from time to time.

Our Values

Ngā Uaratanga

Working Together

Mahi tahi

We work collaboratively within and outside our organisation. We form partnerships, openly communicate, share expertise and try new things.

Challenge and Innovation

Whakaaro whānui

We are leaders, so we challenge ourselves and others to look for ways to do things better and to embrace innovation and achievement.

Customer Focus

Manaaki tangata

Students, employers and colleagues in the organisation are all our customers. We drive our organisation from their needs, and act with purpose, creativity and energy to exceed their expectations.

Valuing People

Whakamana i te tangata

We treat everyone with courtesy and respect, without prejudice and valuing different perspectives. We involve and listen to others, and recognise them for their contribution; always acting with integrity.

Taking Ownership

Kia tika

We are all responsible for the overall success of our organisation and are accountable for our actions and results. We make quality decisions based on sound information and we learn from our mistakes in a 'no blame' culture.

Improvement and Opportunity

Kia tupu, kia hua

We are committed to setting high standards and continually improving what we do. We are passionate about extending opportunities to students, employers and the wider community.

Competency Specification

Pūkenga Tautuhi

Education / training

An ECE qualification at level 7 or above recognised by the Education Council of Aotearoa New Zealand for registration purposes.

Hold, or be working towards a current teacher registration, if not 'fully certified' this category is to be achieved in three years and maintained at this level.

First aid certificate.

Experience

Some experience in an ECE setting with different age groups.

Typical knowledge, skills and attributes

Demonstrated practise in alignment to the Code of Professional Responsibility

Knowledge of the six standards for the Teaching Profession and how these apply to the early child hood environment

The ability to use basic te reo Māori in every day sentences or desire to learn.

Able to exercise judgement in problem solving.

Ability to be innovative, to question the status quo and to adapt to changing circumstances.

Ability to use initiative.

Highly developed interpersonal and relationship skills.

Demonstrated ability to work with colleagues to resolve issues and meet agreed outcomes.