

	Preschool Manager
	Category: GOVERNANCE, MANAGEMENT AND ADMINISTRATION
	GMA7: Job Description – Preschool Manager - ECE Teacher

Pelorus Community Preschool – Kōhungahunga o te Hoiere Inc.

Job Description for Preschool Manager, Registered & Fully Certificated Qualified Teacher

1. Role Description:

<p>The Preschool Manager-Teacher is the leader of our Preschool as well as a participant in our teaching team. Our Preschool is responsible for providing quality early childhood education services to preschool-aged children. The role of the Preschool Manager-Teacher is to plan and guide the Preschool’s operations to achieve the goals of the Preschool’s Strategic Plan and to ensure financial success, legislative and regulatory compliance, educational and overall business success.</p> <p>This position is:</p> <ul style="list-style-type: none"> • responsible for the effective leadership and management of personnel employed at the Preschool • to ensure the strategic, operational and financial objectives of the Preschool are met • to ensure a high-quality educational programme is delivered • to participate in the development of and demonstrate support for the strategic plan of the Preschool • one that takes an active role in the education of children attending the service and the on-going learning and development of other teacher colleagues at the Preschool. <p>All staff are required to demonstrate the values of our Preschool in their daily practice. Our values are...Family and Community Relationships (Whanaungatanga), through– Active Movement (Koringa hihiko) and Empowerment and Holistic Development (Whakamana) in the context of our natural environment (Taiao)</p>

2. Responsible To:

This position reports to the Chairperson of the Pelorus Community Preschool Committee

3. Functional Relationships:

This role is expected to work closely with all staff, parents, Committee members and other key stakeholders of our Preschool.

4. Key Tasks / Expected Outcomes

Key Tasks	Expected Outcomes
Professional Leadership	i. demonstrate a thorough understanding of current approaches to effective teaching and learning across the curriculum ii. understand and apply, where appropriate, current practices for effective leadership and management from both within and beyond education

Key Tasks	Expected Outcomes
	<ul style="list-style-type: none"> iii. provide professional leadership to the Preschool team by encouraging vision and innovation iv. provide leadership to the Preschool team by modelling Preschool values in daily practice v. facilitate the development and implementation of practices that reflect the dual heritage of Aotearoa/New Zealand within the Preschool vi. reflect on own performance development and demonstrate a commitment to own ongoing learning vii. participate in procedures and practices to maintain, affirm and improve team effectiveness viii. motivate and support the teaching team to improve the quality of teaching and learning ix. display ethical and responsible behaviour x. provide an induction and mentoring programme for teachers working towards full practising certificates xi. attend a minimum of one Professional Growth Cycle meeting / workshop for teachers per year, if in a supervisory role for teachers gaining and maintaining their full teaching certification xii. manage or organise for the progression of teachers' knowledge and skills through their individual Professional Growth Cycles xiii. acknowledge parents' aspirations for their child xiv. ensure implementation of a Local Curriculum and regular review of the Standards of Teaching Practice and other Preschool policies, procedures, and practices xv. undertake performance reviews of all direct report staff on an annual basis xvi. support staff in achieving goals set from their performance development plan
Relationship Management	<ul style="list-style-type: none"> i. identify, establish and foster relationships within, and between, the Preschool and the wider community ii. communicate effectively with a range of people and groups iii. establish and maintain networks with professional bodies relevant to the ECE sector iv. manage conflict effectively and actively work to achieve resolution v. demonstrate effective communication within the team vi. proactively handle any significant communication issues in a timely and professional manner vii. request support from the Preschool Committee as appropriate
Operational Management	<ul style="list-style-type: none"> i. ensure the Preschool complies with all relevant legislation requirements, and with monitoring and reporting requirements ii. effectively and efficiently use available financial resources and assets, within delegated areas of authority, to support Preschool operations iii. identify property issues and prioritise upgrades following discussion and approval with the Preschool Committee iv. take reasonable steps to troubleshoot to resolve, or arrange repairs for routine operational issues within delegated authority and approved budgets

Key Tasks	Expected Outcomes
	<ul style="list-style-type: none"> v. proficient use of ICT systems including Xero, iPay, Infocare vi. is an advocate for high quality health and safety practice for adults and children and proactively seeks and works to eliminate identified health and safety issues/hazards vii. mentor others in health and safety best practice, including accurate reporting, recording and reviewing of reports viii. facilitate regular documented staff meetings and encourage participation of all team members ix. is conversant with the Early Childhood Regulations 2008, the ECE Licensing Criteria, the MoE Funding Handbook, National Education and Learning Statements, Preschool manuals and all other relevant legislation, regulation, and policy x. when necessary, participate in the appointment process of new teaching staff xi. establish and maintain an induction and mentoring programme for provisionally certificated teachers xii. ensure that all new staff and students are fully inducted into the Preschool xiii. ensure an appropriate monitoring structure is in place to demonstrate Preschool operations are meeting expectations xiv. report monthly to the Committee against Annual Plan and Budget KPIs
Learning and Teaching	<ul style="list-style-type: none"> i. display proficiency in the content and purpose of Te Whāriki ii. is proficient in all relevant national documentation such as Tātaiako and Tapasā, and the connection between Te Whāriki and the National Curriculum iii. evaluate and implement developments in current learning, pedagogy, and assessment theories iv. demonstrate commitment to the Treaty of Waitangi, te reo and tikanga Māori and display cultural competencies v. design and implement appropriate curriculum assessment and evaluation practices that are consistent with the principles of Te Whāriki vi. evaluate and reflect on teaching and learning with a view to improvement vii. ability to support diverse learners
Learning Environment	<ul style="list-style-type: none"> i. demonstrate effective positive guidance strategies ii. demonstrate competent practices in facilitating children's engagement in learning iii. create and maintain a safe, stimulating, and high-quality learning environment that is conducive to children's holistic development iv. establish high expectations that value and promote children's social and emotional competencies v. maintain and promote positive relationships with children that respect their individuality, culture and place in their community vi. is an advocate for high quality health and safety practice for adults and children and proactively seek and work to eliminate identified health and safety issues/hazards vii. take responsibility for sourcing and maintaining appropriate resources for the learning environment that engage children in learning

Key Tasks	Expected Outcomes
Nurturing and Care	<ul style="list-style-type: none"> i. interactions with children are warm and nurturing and intended to foster a trusting and respectful relationship. ii. Interactions with children are based on their rights to protection and promotion of their health and wellbeing iii. All learning opportunities must be equitable and respectful of their interests, capabilities, and dispositions.
Communication in a teaching context	<ul style="list-style-type: none"> i. communicate clearly and accurately in at least one of the official languages of Aotearoa/ New Zealand ii. communicate effectively – formally and informally - with children, colleagues, Committee members, family/whānau and caregivers iii. provide regular feedback that contributes to the child's learning pathway via Preschool-specific processes iv. involve parents/whānau in the Preschool programme and establish a learning partnership that includes parents' aspirations for their child v. display ethical and responsible behaviour vi. mentor others in health and safety best practice, including accurate reporting, recording, and reviewing of reports vii. demonstrate effective communication within the team. Proactively handles any significant communication issues in a timely and professional manner viii. request support as appropriate
Strategic Management	<ul style="list-style-type: none"> i. understand the implications of Aotearoa New Zealand's changing cultural, social and economic context, and reflect these changes in the Preschool ii. establish and engage in processes of review that facilitate continuous improvement of policies and practices at the Preschool and connect it to ERO's Quality Framework iii. initiate, plan and manage the Preschool programme and practices to reflect a commitment to focusing the Preschool on continuous improvement iv. provides support and guidance to the Preschool Committee with regard to Preschool practices. Works with the Preschool Committee to develop a long-term strategic plan, annual budget and resource plan v. contribute to the regular review of Preschool policies and procedures
Professional Growth Cycle	<ul style="list-style-type: none"> i. display an ongoing commitment to extending and updating their own professional learning by engaging in a Professional Growth Cycle through a professional leader network ii. be proficient in following and implementing the Standards for the Teaching Profession iii. Maintain their full practising certificate (Category One or Two) through compliance with the Teaching Council's Standards for the Teaching Profession and receiving endorsement through a professional leader network
Other Duties	<ul style="list-style-type: none"> i. You are required to take a reasonable degree of responsibility for your own health and safety, and that of others. ii. Adhere to the Teaching Council's Code of Professional Responsibility

5. Standard Conditions of Appointment

Hours of Work:	40 hours
Salary:	\$101,020 per annum
Tenure:	this is a permanent full-time position
Training/Professional Development:	This Preschool requires a commitment to two hours per week dedicated professional development time. The staff member is expected to maintain their full teacher certification (Type One) Tiwhikete Whakaakoranga Tūturu; or full teacher certification (Type Two) Tiwhikete Whakaakoranga Pūmau; from the Teaching Council
Professional Growth Cycle and Performance Review:	On an annual basis

6. Person Specification

Essential: <ul style="list-style-type: none">• Undergraduate degree in ECE teaching practice minimum• Full teacher certification (Type One) Tiwhikete Whakaakoranga Tūturu; or full teacher certification (Type Two) Tiwhikete Whakaakoranga Pūmau; from the Teaching Council• Intermediate level Te Reo and tikanga Māori• Full driver's license• Able to successfully pass a safety check in accordance with the Children's Act 2014
Desirable: <ul style="list-style-type: none">• Relevant business qualification (Diploma in Business Studies or higher)• At least two years' experience in New Zealand-based ECE service or small business management role