

Across School Lead Teacher - Guidelines

Guideline Rationale: To ensure the across school teachers in the Waimea Kahui Ako have a clear understanding of the key tasks and purpose of their role.

To ensure the appointed across school teachers provide support to within school teachers, schools and leadership teams to implement the Waimea Kahui Ako Strategic Plan.

To ensure the employing school has a clear understanding of the key tasks and purpose of the Across School role.

To raise the profile of the Across School Roles across our Kahui Ako and raise the profile of our Kahui Ako across our community

The Ministry of Education provide the employing school board with:

- 0.40 FTTE release time. This will appear on the school's staffing entitlement notice.
- Between 85% and 140% of a rate 1 travel grant and a \$750 per year induction and networking allowance are paid as part of the operations grant.

Ministry of Education Description of the Across School Role:

The purpose of the across schools teacher role is to support improvement in student achievement and well-being by strengthening teaching and leadership practices.

This role allows teachers to use their skills and knowledge in new ways across their Community of Learning | Kāhui Ako. Teachers learn with and from their colleagues in cycles of inquiry and improvement. Teachers are also given time and support to develop and encourage the sharing of effective practices that improve educational achievement.

Students will benefit from the professional collaboration as teachers share knowledge, skills and practices from across the Community of Learning.

| Description | Key Task | Examples / timeline |
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| <p>Relationships To build and maintain high trust relationships with leaders, other Across School teachers and leadership teams across Waimea Kahui Ako in order to foster a sense of engaging, active and</p> | <p>Work together to share knowledge and inquire into practice</p> <p>Ensure that the Waimea Kahui Ako vision, goals and expectations are fostered within the community with a</p> | <p>Facilitate work streams and share collaboratively within Across School team</p> <p>Keep abreast of both emerging ideas and new evidence that have a bearing on strategic thinking</p> |



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| <p>achieving community</p> <p>Foster the kinds of innovation, creativity and confidence that will enable colleagues to address the complexities of improving student learning without fear of failure</p> <p>Challenge and alter well-established aspects of teacher culture that do not contribute to improved teaching and learning</p> <p>Approach challenging relationships in a constructive manner that balances advocacy and inquiry</p> | <p>philosophy of continuous improvement</p> <p>Prioritise seeking and allocating resources that support the Kahui Ako strategic plan and the needs of students and teachers across the Kahui Ako</p> | <p>Use reciprocal learning and model of innovation that lead to the effective creation, development and delivery of high-quality authentic learning contexts and practice.</p> |
| <p>Planning for Success</p> <p>To develop and enhance the use of collaborative teacher inquiry in relation to the Waimea Kahui Ako Strategic Plan, in order to enhance teaching practice and raise student achievement</p> | <p>Facilitate / co-ordinate / lead an evidence-based collaborative teacher inquiry across the Waimea Kahui Ako</p> <p>Demonstrate ability to mediate between conflicting views: surfacing beliefs and assumptions that could be barriers to effective inquiry</p> <p>Work with teachers to share knowledge and inquire into practice to promote on-going learning, innovation and improvement</p> | <p>On-going throughout the year</p> <p>In conjunction with Kahui Ako strategic plan</p> <p>Invite participants from all schools including within school teachers</p> <p>Inquiry led by Across School Teachers: Glenda / Nic - Transition Sarah / Tania - CRP Janine - DT Andrew / Gus - Hauora</p> |
| <p>Professional Learning</p> <p>Support professional learning and development across our Kahui Ako</p> <p>Use a range of evidence to</p> | <p>Utilise the strengths within our across school team to lead a professional learning session within our Connect week (as appropriate)</p> | <p>Week 8 T1 - Digital Technology</p> <p>Week 6 Term 3 - Culturally Responsive Practice</p> |



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| <p>identify professional learning strengths and needs and to monitor progress toward goals</p> <p>Work with Kahui Ako leadership to identify and develop internal expertise while also accessing relevant external advice and support</p> | | |
| | <p>Identify strengths of our within school team or teachers in our schools to lead a professional learning session within our Connect week (as appropriate)</p> | <p>Week 8 T1 - Digital Technology</p> <p>Week 6 Term 3 - Culturally Responsive Practice</p> |
| | <p>Co-ordinate professional learning opportunities for all staff across the Waimea Kahui Ako in relation to the strategic plan and area of facilitation utilizing the funding from PLD applications</p> | <p>Glenda / Nic - transition Janine - Digital Fluency Gus / Andrew - Hauora Sarah / Tania - Cultural Responsive Practice</p> <p>PLD funding in all themes available</p> |
| <p>Engagement Promote the Waimea Kahui Ako within your own school and community</p> <p>Promote and strengthen educationally powerful connections with family, whanau and across the community of schools</p> <p>Build partnerships beyond the Kahui Ako - iwi, ECE, tertiary, business, environment and other professionals</p> | <p>Develop a system within your school and within your own liaison groups to share the focus of the Waimea Kahui Ako</p> | <p>Share monthly newsletter with within school teachers Encourage with in school teachers to develop systems to share information from Waimea Kahui Ako with their communities - newsletters, BOT meetings, staff meetings</p> |
| <p>Values</p> <p>Demonstrate respect for the culture, knowledge and expertise of all akonga in a way that strengthens an inclusive environment</p> <p>Examine own beliefs, including cultural beliefs, and how these impact on their own and others professional</p> | <p>Facilitate a Within School teacher hui each term with other Across School teachers</p> | <p>Meet with your liaison AST at least once a term to discuss your focus / seek support where required / make connections</p> |
| | <p>Develop networks and connections with other schools in relation to themes within Kahui Ako Strategic Plan</p> | <p>As a result of connections made during Within School Teacher hui Support staff within your schools to make the connections with other</p> |

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| <p>practice and the achievement of diverse akonga</p> <p>Connect and liaise with within school and across school lead teachers</p> | | <p>schools</p> |
| <p>Bicultural Knowledge and Practice</p> <p>Actively display a genuine commitment to the principles of the Treaty of Waitangi and improved Maori success</p> <p>Ensure culturally responsive practice and understanding of Aotearoa New Zealand’s cultural heritage, using Te Tiriti o Waitangi as the foundation</p> | <p>Take responsibility for growing own and others’ confidence in culturally responsive practice</p> <p>Promote the development and implementation of strategies, plans, and policies to realise learners’ potential and their educational success as Māori</p> <p>Demonstrate the ability to work collaboratively on bi-cultural initiatives</p> | <p>Know and use own mihi to introduce self to groups of students, teachers, leaders</p> <p>Begin regular meetings with karakia, whakatauki</p> <p>Support liaison schools with culturally responsive pedagogy, professional learning</p> <p>Encourage/ promote staff with strengths in CRP to contribute and share ideas to groups of teachers and learners across our Kahui Ako</p> <p>Support mid year matariki celebration</p> <p>Promote / support / contribute to CRT Connect week in T3</p> |
| <p>Effective Teaching and Learning (leading change with colleagues)</p> <p>Lead evidence based practice to reduce variability in teacher effectiveness within and across schools</p> <p>Promote and strengthen collaboration and lateral accountability to improve</p> | <p>Contribute to the evaluation of Kahui Ako collective and individual practices in relation to learning outcomes and wellbeing.</p> <p>Use quantitative and qualitative data to inform decisions and practices.</p> <p>Describe and identify problems or challenges in ways that open up real discussion and identification of needs, and</p> | <p>Use evidence to develop and evaluate teacher inquiry</p> <p>Support within school liaison teams with their own school inquiries, focusing on student need and use of data to inform on-going decisions</p> <p>Contribute to Leadership meetings to share evidence and practice of own theme of</p> |



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| <p>achievement for diverse learners</p> <p>Evaluate practices in relation to outcomes</p> | <p>solutions.</p> | <p>facilitation</p> <p>Contribute to the milestone report to be completed by mid 2019</p> |
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The titles in bold above refer to the domains in the National Criteria for appointing across school teachers.

