

## Analyst Policy and Implementation

### Position Description

The Teaching Council of Aotearoa New Zealand is the professional body for all teachers. We are independent, and act in the interests of teachers to enable and support leadership to teachers and direction for the education profession, including teacher education and continued professional and leadership development.

We establish and maintain criteria for teacher registration, standards for ongoing practice, and criteria for the issue of practising certificates of different kinds. Alongside this, we monitor and maintain the requirements relating to conduct, competence and impairment, and establish and maintain a code of professional responsibility for teachers.

### Our Vision

The Teaching Council will enable and support leadership by the profession to maximise the success of every learner in Aotearoa through highly effective leadership and teaching.

### Our Behaviours

- Whaihua i a tātou anō  
*Value our colleagues by listening and being open to what they say.*
- Mahi ngātahi  
*Work together with integrity by respecting each other and the profession*
- Whai whakaaro ki ngā mahinga katoa  
*Adopt a solution focussed attitude when working with others*
- Whakarangatira i ngā iwi katoa  
*Honour our bicultural partnership by being culturally competent*
- Whakaaturia te mana Māori me te Ahurea ki ngā reanga katoa o te Kaunihera  
*Demonstrate and foster leadership at all levels of the council*

### Our Values

- Whakamana  
*Empowering all learners to reach their highest potential by providing high-quality teaching and leadership*
- Manaakitanga  
*Creating a welcoming, caring and creative environment that treats everyone with respect and dignity*
- Pono  
*Showing integrity by acting in ways that are fair, honest, ethical and just*
- Whanaungatanga  
*Engaging in positive and collaborative relationships with our learners, their families and whānau, our colleagues and the wider community*

## Summary

Position Title	Analyst Policy and Implementation
Reports To	Manager Policy and Implementation
Financial Delegation	Nil
Direct Reports	Nil
Purpose	The purpose of this role is to provide policy analysis to support the policy and implementation work programme.
Date	August 2017

## Key Relationships

External	Nature of relationship
Ministry of Education	<ul style="list-style-type: none"> <li>• Research and data information</li> <li>• ECE and schooling policy issues and developments</li> <li>• Navigation of Feedback loops</li> </ul>
Māori Medium Education Schools and Peak Body Entities	<ul style="list-style-type: none"> <li>• Information sharing</li> <li>• Establishment of working relationships</li> <li>• Engagement on new policy changes and design of implementation</li> </ul>
Education System Agencies and Peak Bodies	<ul style="list-style-type: none"> <li>• Information Sharing and feedback loops</li> <li>• Technical and expert information</li> <li>• Consultation and engagement</li> <li>• Co-design and co-development opportunities (where appropriate)</li> </ul>
Teaching Council established consultation groups	<ul style="list-style-type: none"> <li>• Engagement to support co-design and co-development of policy and implementation where appropriate and necessary</li> </ul>
Internal	Nature of relationship
Manager Policy and Implementation	<ul style="list-style-type: none"> <li>• Direct report</li> <li>• Advice and reporting on policy and implementation settings, changes, and challenges</li> </ul>
Other Teaching Council teams	<ul style="list-style-type: none"> <li>• Provide support to other teams on any policy, legislative, regulatory as well as policy and implementation settings, changes, and challenges</li> <li>• Sharing information on evaluation and monitoring of policy implementation</li> </ul>

## Key Result Areas

Jobholder is responsible for	Jobholder is successful when
Relationship management	<ul style="list-style-type: none"> <li>• Demonstrates respect for the views of others</li> <li>• Recognises important relationships and understands the importance of a partnership approach with Māori</li> </ul>

	<ul style="list-style-type: none"> <li>Elevates relevant issues to immediate Manager</li> </ul>
<b>Critical thinking and analysis</b>	<ul style="list-style-type: none"> <li>Understands the concept of what policy is and the practical ways of implementation</li> <li>Develops a broad understanding of the impacts of policy on learners, teachers, the education system and other key stakeholders</li> <li>Understand the importance of evidence and options from a range of perspectives</li> <li>Promotes policy practices to influence education success for Maori</li> </ul>
<b>Understanding context</b>	<ul style="list-style-type: none"> <li>Understands the basic structure of the New Zealand education system and New Zealand's system of government</li> <li>Can build knowledge of the Teaching Council's business and its strategic direction</li> <li>Understands Te Tiriti o Waitangi and can provide analysis about implications and impact</li> </ul>
<b>Development of Policy</b>	<ul style="list-style-type: none"> <li>Can apply the steps in the policy development process</li> <li>Completes routine policy tasks with minimum supervision</li> <li>Contributes to the completion of more complex tasks being worked on by other team members</li> <li>Understands the importance of policy development in achieving education success for Māori</li> </ul>
<b>Achieving results</b>	<ul style="list-style-type: none"> <li>Understands and can work in a project management approach</li> <li>Manages their own time to deliver on goals and meet deadlines</li> <li>Shows a willingness to assist with the work of others</li> </ul>
<b>Health, Safety and Wellbeing</b>  Complying with the responsibilities under the Health and Safety at Work Act 2015.	<ul style="list-style-type: none"> <li>A healthy, safe and wellness-oriented workplace is maintained by setting a good example to team members in relation to HSW practices and policies.</li> <li>Health and safety issues that may impact on the team or wider organisation are identified and reported.</li> </ul>

## Person Specifications

Qualifications	
Essential	Desirable
Relevant tertiary qualification	Post graduate qualification
Knowledge and Experience	
Essential	Desirable

Knowledge of public policy in Aotearoa New Zealand	Knowledge and experience within the education sector
	Knowledge of Te Tiriti o Waitangi
<b>Key Skills</b>	
<b>Expert Level</b> <ul style="list-style-type: none"> <li>• Writing</li> <li>• Analysis</li> <li>• Relationship building</li> </ul>	
<b>Advanced Level</b> <ul style="list-style-type: none"> <li>• Communication and facilitation</li> <li>• Te Tiriti o Waitangi</li> </ul>	
<b>Working Knowledge</b> <ul style="list-style-type: none"> <li>• Education in Aotearoa, New Zealand</li> <li>• Social Policy, Economic Policy</li> <li>• Research and evaluation methodology</li> </ul>	