

Inclusive Education Project Lead

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

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| Position Title | Inclusive Education Project Lead |
| Reports To | Manager Policy and Implementation |
| Financial Delegation | N/a |
| Direct Reports | N/a |
| Purpose | The purpose of this role is to lead the design of a research-based resource aimed at building all teachers' Inclusive Education Capability. |
| Date | May 2023 |

Key Relationships

| External | Nature of relationship |
|---|--|
| Inclusive Education Advisory Group to GC | <ul style="list-style-type: none"> • Advise |
| Project Experts and Other Stakeholders | <ul style="list-style-type: none"> • Facilitate, collaborate and advise |
| Agencies (Ministry of Education, ERO, Whaikaha) | <ul style="list-style-type: none"> • Collaborate and communicate |
| Internal | Nature of relationship |
| Policy colleagues | <ul style="list-style-type: none"> • Work with |
| Other TC teams | <ul style="list-style-type: none"> • Communicate and advise |
| DCE PS | <ul style="list-style-type: none"> • Update |

Key Result Areas

| Jobholder is responsible for | Jobholder is successful when |
|--|---|
| <p>Designing an Inclusive Education Competency Framework</p> <p>Lead the design of the Inclusive Education Competency Framework</p> | <ul style="list-style-type: none"> • The design and scope are viewed by teachers as useful and practical • The design builds on existing capabilities framework and sits alongside Standards for the Teaching Profession • The design process is rigorous and supported by Policy Cycle, including literature review, trialling, peer review etc |
| <p>Building and maintaining stakeholder relationships</p> <p>Lead collaborative relationships</p> | <ul style="list-style-type: none"> • Key stakeholders are well informed and involved in the project • Expertise is sought out and valued • Advice is sought and received in a respectful and professional way • Issues are resolved as they arise |
| <p>Project management</p> <p>Contribute Subject Matter Expertise</p> | <ul style="list-style-type: none"> • The lead is supported in this project by policy team colleagues • The lead works closely with GC Inclusive Education Advisory Group and Chair • The lead contributes their inclusive education expertise into each phase of the project, and ensures design is practical for teachers |

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| <p>Health, Safety and Wellbeing</p> <p>Complying with the responsibilities under the Health and Safety at Work Act 2015.</p> | <ul style="list-style-type: none"> • A healthy, safe and wellness-oriented workplace is maintained by setting a good example to team members in relation to HSW practices and policies. • Health and safety issues that may impact on the team or wider organisation are identified and reported. |
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Person Specifications

| Qualifications | |
|---|---|
| Essential | Desirable |
| Degree in Education, teaching or other related area | Post Graduate degree |
| Knowledge and Experience | |
| Essential | Desirable |
| Experience in one or more areas of Inclusive Education Practice in NZ | Familiarity and existing relationships in disability and inclusive education sector |
| Knowledge or experience of adult learning and competency frameworks | |
| | |
| Key Skills | |
| <p>Expert Level</p> <ul style="list-style-type: none"> • Interpersonal skills which enable the establishment of highly effective relationships with a diverse range of people • Project management skills including but not limited to time management and planning skills and the ability to maintain high standards and meet deadlines • Understanding of the Standards for the Teaching Profession | |
| <p>Advanced Level</p> <ul style="list-style-type: none"> • Written and oral communication skills • Negotiating and influencing skills • Problem solving skills • Te Tiriti o Waitangi and its relevance and application in the workplace and the education sector. | |
| <p>Working Knowledge</p> <ul style="list-style-type: none"> • Evaluation methodologies • Risk management and mitigation | |