

Team Leader Teacher Capability and Collaboration Position Description

The Teaching Council of Aotearoa New Zealand | Matatū Aotearoa 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, 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 tangata ki ngā reanga katoa o te Kaunihera
Demonstrate and foster leadership at all levels of the council

Summary

Position Title	Team Leader Teacher Capability and Collaboration
Reports To	Manager Teacher Capability and Collaboration
Financial Delegation	Yes
Direct Reports	4 - 5
Purpose	<p>The purpose of the Team Leader position is to provide both day to day operational and professional leadership to the Teacher Capability and Collaboration team.</p> <p>This position has responsibility for providing leadership for design, development and implementation of the Council's professional work programme. This includes Initial Teacher Education and Competence functions, to support teachers to meet the Code of Professional Responsibility and the Standards for the Teaching Profession Ngā Tikanga Matatika mote Haepapa Ngaiotanga me ngā Paerewa mō te</p>

	Umanga Whakaakoranga to enhance teacher and collective professional learning capability across learning environments.
Date	September 2020

Key Relationships

External	Nature of relationships
Kaiako/Teachers	<ul style="list-style-type: none"> • Building collaborative practice and provision of information
Tumuaki/Professional Leaders	<ul style="list-style-type: none"> • Building collaborative practice and provision of information
Early Childhood Education Centre/Schools/Kura	<ul style="list-style-type: none"> • Building collaborative practice and provision of information
Researchers	<ul style="list-style-type: none"> • Supporting dissemination
Ministry of Education	<ul style="list-style-type: none"> • Provision of information and liaison
Stakeholders	<ul style="list-style-type: none"> • Provision of information
Initial Teacher Education Providers	<ul style="list-style-type: none"> • Liaison around Teaching Council ITE processes and shared outcomes
Education and Regulatory agencies	<ul style="list-style-type: none"> • Provision of Information
Internal	Nature of Relationship
Chief Executive	<ul style="list-style-type: none"> • Support and advice
Deputy Chief Executive Professional Services	<ul style="list-style-type: none"> • Support and advice
Manager Teacher Capability and Collaboration	<ul style="list-style-type: none"> • Reports to
Team Leader Teacher Capability and Collaboration	<ul style="list-style-type: none"> • Co-leads and collaborates with
Leadership Team and Managers	<ul style="list-style-type: none"> • Support, inform and advice
Teacher Capability and Collaboration team	<ul style="list-style-type: none"> • Provides leadership to
Lead Investigators, Lead Lawyer Professional Responsibility	<ul style="list-style-type: none"> • Support, inform and advice
Competence Authority	<ul style="list-style-type: none"> • Provision of information
All colleagues	<ul style="list-style-type: none"> • Support and advice

Key Result Areas

Jobholder is responsible for	Jobholder is successful when
<p>Strategic Relationships and Collaboration</p> <p>Actively establishing and maintaining strategic relationships with stakeholders across the teaching profession, education and social sectors as well as the academic and research community.</p> <p>Ensuring that team members provide timely specialist expertise and advice on professional leadership and teaching in education both internally and externally.</p>	<ul style="list-style-type: none"> • Stakeholders and networks understand the Council's strategic direction through ongoing relationship building. • National networks with leaders and teachers across the profession, wider education, social sectors and academic and research community inform the work priorities of the Teacher Capability and Collaboration team.

<p>Enabling and coaching team members to communicate the Council's vision and support its strategic direction through their engagement with stakeholders.</p>	<ul style="list-style-type: none"> • Effective role modelling and coaching with staff is having positive impact in supporting the development of leadership and teaching across the profession.
<p>Best practice and continuous improvement</p> <p>Ensuring that best practice is shared appropriately with the profession to influence continuous improvement of team activities.</p> <p>Providing leadership to ensure the evaluation of outcomes of key functions and initiatives contribute to evidence-based practice and measures of effectiveness.</p> <p>Leading the current programme of the Initial Teacher Education and Competence function to ensure all matters comply relevant legislation and rules.</p>	<ul style="list-style-type: none"> • Professional learning opportunities are designed and facilitated by staff to support the profession with deeply understanding and embedding of our Code and Standards Ngā Tikanga Matatika me Ngā Paerewa in practice. • Opportunities to share best practice and knowledge is approached in a systematic way in order to build capability throughout the profession. • Initiatives are designed to meet priorities as identified through engagement with the profession, stakeholders and researchers to ensure they meet the needs of the Council. • Initiatives are designed to reflect the identification of findings and used in understanding impact of the team's work. • Applications for approval and review from ITE providers reflect improved processes and approaches. • Monitor and review the performance of the competence function to ensure that the agreed levels of service are provided. • The Teacher Capability and Collaboration team are effectively using qualitative and quantitative information to enhance team achievements and identify areas for future improvements.
<p>Leadership and value led behaviours</p> <p>The Teaching Council's behaviours are consistently and constantly demonstrated and form the foundation of internal and external relationships.</p>	<ul style="list-style-type: none"> • Valued behaviours are consistently exhibited. • Actively works with their peers to build employee engagement throughout the Teaching Council. • Exhibits leadership through leading by doing. • Is an effective role model and can be seen to be part of the Teacher Capability and Collaboration leadership team. • Takes ownership and is accountable for the output of the group.

<p>People Leadership</p> <p>Working collegially with the Manager, immediate team and the other teams to deliver business outcomes that support the Teaching Council’s strategic direction.</p> <p>Ensuring all direct reports have a performance and development plan that is aligned with the Teaching Council’s strategic plan and meets the individual’s needs.</p>	<ul style="list-style-type: none"> • Actively leads team members to build employee engagement. • Meets regularly with direct reports. • Fosters and engages in clear and effective communication to the Manager and team members. • Creates an open, honest and learning focused culture. • Coaches, mentors and develops talent. • Leads collaboration across the Teaching Capability and Collaboration team to share cross functional knowledge, expertise and build capability. • Completes all people process on time and in line with best practice.
<p>Operational Excellence</p> <p>Identifying opportunities for improving service delivery by developing, planning, implementing and evaluating policies, procedures, programmes and practices. This is done in consultation with the Manager.</p>	<ul style="list-style-type: none"> • Professional development occurs regularly and is on-going. • Actively works with peers to build relevant knowledge throughout the year.
<p>Financial Responsibility</p> <p>Demonstrating active and timely financial management of budgets and resources in consultation with the Manager.</p> <p>Ensuring the completion of all financial management aspects of leadership.</p> <p>Contributing to the leadership team’s business planning and reporting support the needs of the Teaching Council.</p>	<ul style="list-style-type: none"> • Budget for Initial Teacher Education and Competence, staffing and Council initiatives are managed within delegations and reported on to the Manager. • Budget for Initial Teacher Education, Competence and Council initiatives are maintained, and variances reported to the Manager as soon as they are identified. • Opportunities to reduce costs are identified and capitalised on and shared with the Manager. • Regular reports on how budgets are meeting the business plan are provided to the Manager.
<p>Health and Safety</p> <p>Complies with responsibilities, under the Health and Safety at Work Act 2015.</p> <p>Sets a good example to team members in relation to practices and policies supporting a healthy, safe and wellness-oriented workplace.</p>	<ul style="list-style-type: none"> • Identifies and reports any health and safety issues that may impact on the team or wider organisation. • Contributes to activities and practices that support a healthy workplace.

Person Specifications

Qualifications	
Essential	Desirable
Tertiary qualification in Education or Teaching	Relevant post-graduate qualification
Practising Certificate and/or teacher Registration	
Current full driver's license	
Knowledge/Experience	
Essential	Desirable
Evidence of culturally responsive practices that enacts the Council's commitment as a Te Tiriti o Waitangi partner	Experience working in Initial Teacher Education or tertiary education
Current culturally responsive leadership that supports inclusive environments	Knowledge of system improvement and innovation disciplines
6 or more years' experience in senior management/leadership positions	Proven leadership in educational innovation with sound evidence of impact on valued outcomes
Proven capability in educative mentoring and coaching with teams	Fluency and competency in Te Reo Māori, tikanga Māori; accurate appropriate use of te reo Māori in written communication
Understanding of analytical frameworks of analysis, evaluation and service delivery	Experience of working in Māori medium contexts
Relevant leadership experience in assessment of teachers' professional competence	An understanding of regulatory framework of the Teaching Council and of the employment framework for teachers or similar professions
3 years' experience in ITE, competence or leading professional workshops and discussions	
Key Skills	
Expert Level <ul style="list-style-type: none"> Highly effective relational skills that support the co-design and collaborative development methodologies as a professional body Experience in facilitating and co-ordinating groups or a range of professionals to get input or feedback Evidence of pedagogical leadership, conceptual and analytical thinking Use of data processing and reporting tools 	
Advanced Level <ul style="list-style-type: none"> Communication skills Machinery of government Development of key performance indicators to lead change improvements 	
Working Knowledge <ul style="list-style-type: none"> Knowledge of education in New Zealand Evaluation methodologies Resource and cost awareness 	