



## Tuakana Teina – Pou Tautoko/Mentor (fixed term) Position Description

The Education Council 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 Education 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 solutions 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	Tuakana Teina Pou Tautoko/Mentor
Reports To	Induction and Mentoring Pilot Leader
Financial Delegation	None
Direct Reports	
Purpose	Deliver effective mentoring to selected pia/mentees to enable the pia/mentee to progress from Provisional Certification towards recommendation for Full Certification
Date	August 2018

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### Rationale:

Induction and mentoring is a key influence on a teacher's well-being, professional development, teaching outcomes and retention in the profession. This is because induction and mentoring programmes help beginning teachers to confidently develop their practice and embed the skills and knowledge they have gained in their teacher education.

Experienced teachers returning to teaching also participate in mentoring, so they are well-informed of changes in teaching and the curriculum that may have happened during their absence from teaching.

The delivery of induction and mentoring across New Zealand can, at times, be irregular and highly variable. Beginning teachers are impacted by the willingness of principals/tumuaki and professional leaders to employ them, and by a short supply of capable mentors across early childhood, primary and secondary sectors, English and Māori Medium, who are also managing their own teaching workload.

This Induction and Mentoring pilot would harness the skills and knowledge of highly experienced, recently retired or current part-time teachers, and educational leaders who still maintain Full Certification to work as mentors with Provisionally Certificated Teachers. The pilot would enable these experienced professionals to mentor on a part-time basis. Mentors will need to have an amount of flexibility in their available time to mentor and be able to travel if required. A mentor may take on more than one mentee depending on demand and geographical location.

Through the pilot we would aim to:

- Develop and share resources that mentors can incorporate into an effective programme to support mentees
- Provide experienced, effective teachers with the opportunity to share what they know by acting as mentors to other teachers in our profession (these mentors will have the credentials required to support mentees effectively)
- Support teacher supply by helping to retain quality education professionals within the profession by providing mentoring options attractive to teachers preparing for retirement, for example
- Reduce pressure on school/kura and centre teachers who do not have sufficient capacity to provide mentoring to beginning and returning teachers
- Develop a resilient, high quality workforce that contribute to positive teacher supply and retention.

### Key Relationships

	Nature of relationships
Induction and Mentoring Pilot Leader	<ul style="list-style-type: none"><li>• Report to</li><li>• Gain information, advice and support</li></ul>
Pou tautoko/Mentors	<ul style="list-style-type: none"><li>• Collaboration, provision of advice and support</li></ul>
Pia/Mentee	<ul style="list-style-type: none"><li>• Collaboration, advice and support</li></ul>
Leaders from schools (primary, secondary), Māori medium, and ECE services	<ul style="list-style-type: none"><li>• Provision of information and liaison</li></ul>

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#### Key Result Areas

Jobholder is responsible for	Jobholder is successful when
Establishing a collaborative and mutually respectful professional relationship with pia/mentee	Pia/Mentee accepting of a professional relationship and demonstrating progress towards gaining Full Certification within specified timeframes
Develop and adapt an effective mentoring process for individual mentee/pia using the Education Council's Guidelines for Induction and Mentoring and Mentor Teachers / Te Hapai O	Individual pia/mentee are involved in a personalised mentoring programme which will enable them to make progress towards being recommended for Full Certification
Co-constructing specific learning goals (potentially using teaching as inquiry) to enable pia/mentee to use and curate naturally occurring evidence of their practice. Evidence would be linked to and sufficient to reflect The Standard of the Teaching Profession as appropriate to the setting	Pia/Mentee gather and reflect on evidence of their teaching practice using learning goals/teaching as inquiry. This evidence is accurately documented and linked to the Standards in preparation for submission for Full Certification
Regular communication (feedback, feed forward), visitation and observation of pia/mentee	Pia/Mentee receives regular and meaningful mentoring and has evidence of: conversations, reflections on teaching practise, and the co-construction of next steps as appropriate to the setting
Provide advice and support to mentee/s in relation to Code of Professional Responsibility and Standards for the Teaching Profession	Mentee/Pia can access regular and timely advice and support to assist in the development of their teaching practice as outlined in the Code of Professional Responsibility and Standards for the Teaching Profession
Identify and resolve/mitigate issues	Issues are appropriately signalled and managed in a respectful, and mutually acceptable way
Completion of regular reporting to Induction and Mentoring Pilot Leader	Regular Milestone Reports and Meeting Logs are submitted with accurate detail and in a timely manner

#### Person Specifications

Qualifications	
Essential	Desirable
Teaching Qualification Registered Teacher Full Certification Te reo Māori/Tikanga Māori if working in bilingual/Māori medium settings	Te reo Māori Tikanga Māori

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Knowledge/Experience	
Essential	Desirable
Understanding of the Code and Standards	Understanding and application of the Code and Standards
Significant experience as a teacher/professional leader and use of reflective practice	Experience using reflective practice linked to learning goals and/or Teaching as inquiry
Pou Tautoko/Mentoring skills	Pou tautoko/Mentoring of beginning teachers
	Ability to use digital platforms for communication and mentor meetings
Key Skills	
<p><b>Expert Level</b></p> <ul style="list-style-type: none"> <li>• Interpersonal and relationship skills with a diverse range of beginning teachers, and educational settings, for effective and sustainable outcomes</li> <li>• Reflective teaching practice/ teaching as inquiry</li> <li>• Communication skills (formal writing, phone, email and reporting)</li> <li>• Understanding and application of the Code of Professional Responsibility and Standards for the Teaching Profession</li> <li>• Prioritisation and planning to achieve outcomes</li> </ul>	
<p><b>Advanced Level</b></p> <ul style="list-style-type: none"> <li>• High level of intuition</li> <li>• Able to assess and evaluate the needs of a beginning teacher in diverse educational settings</li> <li>• Attention to detail</li> <li>• Able to work in a digital environment – skype/facetime arrangement for mentoring</li> </ul>	
<p><b>Working Knowledge</b></p> <ul style="list-style-type: none"> <li>• Te Tiriti o Waitangi and Its relevance and application in our education sector</li> <li>• Relevant education sector (Maori medium, ECE, primary, secondary)</li> <li>• Implementation of the Education Council's Guidelines for Induction and Mentoring and Mentor Teachers /Te Hapai O</li> </ul>	