

Early Childhood Teacher - Qualified

Kaupapa | Purpose

- To lead a collaborative teaching team to ensure best practice outcomes are achieved in all aspects of in all aspects of the centre curriculum.
- To plan, implement, evaluate and review the delivery of the early childhood curriculum to promote ākonga (learner) learning.
- To develop responsive, reciprocal relationships with ākonga, families and kaiako.
- To acknowledge the importance of Te Tiriti O Waitangi through partnerships, policies, practices and leadership.
- To ensure all legal requirements as per the Early Childhood Education Regulations and Licencing Criteria.

Reports to: Head Teacher

Team: Wintec | Kids@Wintec

Remuneration: NZEI PAY PARITY

Date: July 2026

Ngā mahi | Do

Teaching Standards

Te Tiriti o Waitangi Partnership (Teaching Standard)

Te hononga pātui i raro o Te Tiriti o Waitangi

- Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand

Key Competencies

- Understand and recognise of the unique status of tangata whenua in Aotearoa New Zealand.
- Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi.
- Practice and develop the use of te reo and tikanga Māori.
- Provide equitable learning opportunities and resources for Māori ākonga and ensure their contribution is respected and valued.
- Facilitate the development and implementation of practices that reflect the dual heritage of

Aotearoa/New Zealand within the Centre.

- Practice local tikanga within the Centre.

Professional Learning (Teaching Standard) Akoranga ngaio

- Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.
- Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources.
- Critically examine how my own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities, languages and cultures.
- Engage in professional learning and adaptively apply this learning in practice.
- Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners including learners with disabilities and learning support needs; and wider education matters.
- Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem solving and learning focused collegial discussion.
- Feedback and feedforward is given in an honest and respectful manner.

Professional Relationships (Teaching Standard) Ngā hononga ngaio

- Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.
- Engage in reciprocal, collaborative learning focused relationships with:
 - learners, family and whanau
 - teaching colleagues, support staff and other professionals
 - agencies, groups and individuals in the community.
- Communicate effectively with others.
- Actively contribute, and work collegially, in the pursuit of improving own and organisational practice, showing leadership, particularly in areas of responsibility.
- Communicate clear and accurate assessment for learning and achievement information.

Learning-focused Culture (Teaching Standard) Te ahurea akoranga

- Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.
- Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning.
- Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks.
- Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs.
- Manage the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural and emotional safety.
- Create an environment where learners can be confident in their identities, languages, cultures and abilities and the diversity and uniqueness of all learners are accepted and valued.
- Meet relevant regulatory, statutory, and professional requirements.
- Ensure that Wintec values and standards of behaviour are implicit in daily practice.
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- Ensure the Early Childhood Regulations 2008 and centre policies are adhered to at all times.

Design for Learning (Teaching Standard) Te hoahoa akoranga

- Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.
- Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners.
- Gather, analyse and use appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning and to identify additional supports or adaptations that may be required.
- Completing regular learning stories as evidence of child learning and development.
- Design and plan culturally responsive, evidence-based approaches which reflect the local community and Te Tiriti o Waitangi partnership in New Zealand.
- Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners.
- Design learning that is informed by national policies and priorities.

Teaching (Teaching Standard) Te whakaaronga

- Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.
- Teach in ways that ensure all learners are making sufficient progress, monitor the extent and pace of learning, focusing on equity and excellence for all.
- Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori.
- Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners.
- Provide opportunities and support for learners to
- engage with, practise and apply learning to different contexts and make connections with prior learning.
- Teach in ways which enable learners to learn from one another, to collaborate, to self-regulate, and to develop agency over their learning.
- Ensure learners receive ongoing feedback and
- assessment information and support them to use this information to guide further learning.

Health and safety management

- All health and safety accountabilities are understood and applied. Individual and staff health and safety outcomes and objectives are reviewed at least annually.
- Significant hazards in the area of responsibility are identified, documented and reviewed annually or as new hazards emerge.
- Significant hazards are eliminated, isolated and/or risk minimised. Staff in the area of responsibility are involved in the hazard management process and daily safety checks of the outside play area.
- Relevant H&S training is identified and completed for key staff and those with specific job/training requirements
- Work accidents and incidents are reported as soon as possible after occurrence in Vault; Investigation reports are completed and recommendations considered.
- Risk assessment management is completed before excursions and outings.

Demonstrate commitment to:

Te Tiriti o Waitangi. Through our developing understanding of our obligations and our connection with Te Tiriti o Waitangi as both individuals and as an organisation.

Ākonga at the Centre. Through prioritising the experience, wellbeing, and success of our ākonga in our decision-making process.

Equity. Through recognition, empowerment, and inclusion we can give greater acknowledgement of the unmet needs of Māori, Pacific and disabled ākonga and their whānau.

Vocational Education and Training Excellence. Through quality provision for all ākonga, meeting the regional needs of employers and communities.

Pūkenga | Have

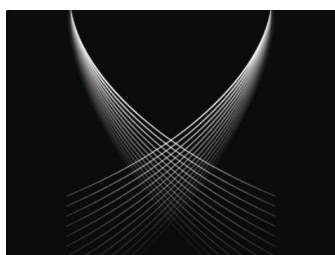
- An ECE Qualification at level 7 or above recognised by the Education Council of Aotearoa, New Zealand.
- Hold, or be working towards current teacher certification, if not ‘fully certified’ this is to be achieved in three years and maintained at this level.
- At least 5 years’ experience in an Early Childhood setting with different age groups. First aid certificate.
- Ability to work both as a member of the team and individually.
- To maintain a professional and positive approach with teaching staff, families/whānau and members of the community.
- Empathy with young children and parents/care givers/family/whanau.
- Ability to be physically active in performing duties which can involve carrying and lifting of young children and equipment.
- Ability to relate well to a wide range of people.
- In depth understanding, knowledge and skills in Early Childhood education and programmes.
- Ability to provide excellence in customer service.
- Has knowledge and understanding of the dual cultural heritage of the partners of the Treaty of Waitangi as it applies to policies and practices in early childhood education.
- Excellent oral and written communication skills, particularly at the interpersonal level with both children and adults.

- Ability to develop and implement quality programmes for children within a holistic framework in line with NZ Early Childhood Curriculum Te Whāriki.
 - Ability to maintain confidentiality when dealing with personal or privileged information.
 - Actively seeks professional development to extend on knowledge and skills.
 - Demonstrate effective time management and organisation skills and have computer skills.
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Wintec Values



We lead with aroha, act with humility, and create space for others to belong. Manawa nui reminds us to extend compassion, to uplift each other, and to hold firm in our values under pressure.



This is about persistence, patience, and progress. Manawa roa calls us to stick with challenges, grow through feedback, and support each other's learning journey — even when things get hard.



Manawa ora speaks to collective wellbeing. It's about restoring balance, nurturing mauri, and creating spaces where we can succeed. Physically, mentally, spiritually, and emotionally.

Ngā Hononga Mahi | Working relationships

Internal: Centre / Group Directors; Team Managers/Team Leaders/Coordinators; Department Managers; Advisors/Consultants; Academic Staff

External: Business / Industry / Community; Consultants; Government agencies

Resource delegations and responsibilities:

Financial: Delegation Policy

People: Nil