

Childcare Teacher

Kaupapa | Purpose

To provide high-quality early childhood education and care, fostering an enriching and stimulating learning environment that supports the holistic development of tamariki. This includes implementing best practices in early childhood education, collaborating effectively with team members and families/whānau, and ensuring compliance with all legal and regulatory responsibilities as the "Person Responsible."

Reports to: Childcare Head Teacher/Centre Manager

Team: Childcare Centre

Remuneration: Steps 1-11 NZEI ECECA (Extended Pay Parity applies)

Date: May 2025

Ngā mahi | Do

Te Tiriti o Waitangi Partnership (Teaching standard)

Te hohonga pātui i raro o Te Tiriti o Waitangi

Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnerships 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.
- Practise and develop the use of te reo and tikanga Māori.

Professional Learning (Teaching standard) Akoranga ngaiotanga

Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.

Key competencies:

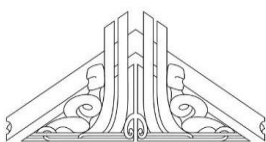
- Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources.
- Critically examine how my own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, 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.

Professional Relationships (Teaching standard) Ngā hononga ngaio

Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.

Key competencies:

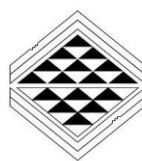
- Engage in reciprocal, collaborative learning focused relationships with:
 - learners, family and whanau
 - teaching colleagues, support staff and other professionals
 - agencies, groups and individuals in the community.
- Communicate effectively with others.
- Actively contribute, and work collegially,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



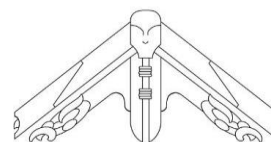
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Learning-focused Culture (Teaching standard) Te ahurea akoranga

Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.

Key competencies:

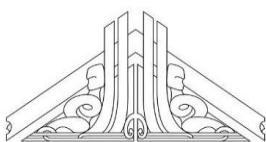
- Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning.
- Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to 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.
- Develop an environment where the diversity and uniqueness of all learners are accepted and valued.
- Meet relevant regulatory, statutory and professional requirements.
- Ensure that Toi Ohomai Institute of Technology values and standards of behaviour are implicit in daily practice.

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.

Key competencies:

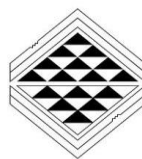
- Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners.
- Gather, analyse and use appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning and to identify additional supports or adaptations that may be required.



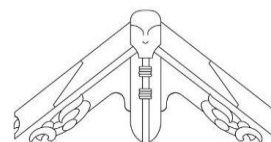
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- Design and plan culturally responsive, evidence-based approaches which reflect the local community and Te Tiriti o Waitangi partnership in New Zealand.
- Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners.
- Design learning that is informed by national policies and priorities.

Teaching (Teaching standard) Te Whakaatonga

Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.

Key competencies:

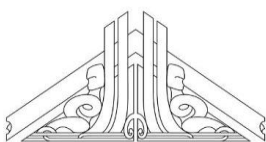
- Teach in ways that ensure all learners are making sufficient progress, monitor the extent and pace of learning, focusing on equity and excellence for all.
- Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success 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.

Key competencies:

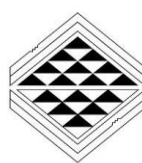
- Significant hazards in the area of responsibility are identified, documented and reviewed annually or as new hazards emerge.
- Significant hazards are eliminated, isolated and/or risk minimised.



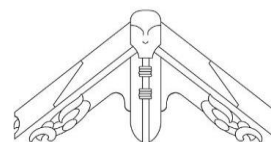
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- All teachers are involved in the hazard management process.
- Relevant health and safety training is identified and completed for key staff and those with specific job/training requirements.
- Work accidents and incidents are reported as soon as possible after occurrence, investigation reports are completed and recommendations considered.

Demonstrate commitment to:

Ākonga at the center through ensuring positive outcomes for ākonga in all aspects of their learning journey.

Te Tiriti o Waitangi and Māori Success by positively championing and contributing to the success of partnerships with Iwi, Hapū and Mana Whenua, honoring Te Tiriti o Waitangi to uplift Māori success.

Equity by identifying and removing barriers to participation and achievement, and fostering inclusive, culturally responsive environments where all ākonga and kaimahi can thrive.

Vocational Education Excellence through building responsive provision and services to meet the needs of ākonga, and stakeholders and to enable future sustainability.

Pūkenga | Have

Qualifications

Essential:

- Diploma in Early Childcare Education (must be recognised by NZ Teachers Council)
- Teacher Registration
- First Aid Certificate (full programme)

Desirable:

- Bachelor of Teaching Early Childhood

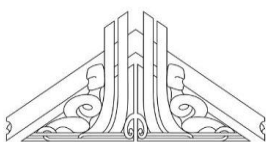
Knowledge and experience

Essential:

- Practical experience in working in an early childhood setting.
- Have knowledge and experience to implement a well-planned learning environment that supports the needs of all ākonga who attend Toi Ohomai Childcare Centre.

Knowledge of:

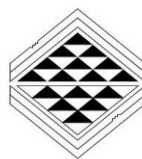
- Te Whāriki-2017



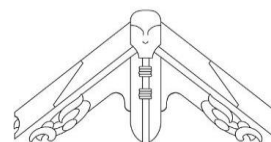
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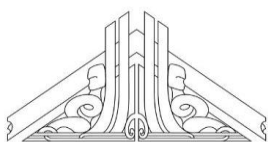
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- Education (Early Childhood Services) Regulations 2008
- Licensing Criteria for early Childhood education and Care Services 2008
- Knowledge and understanding of Te Tiriti O Waitangi
- Knowledge and understanding of Tikanga Māori & Te Reo Māori
- Te Pūtiki Wharanui a Tamatea
- Te Tai Whanake
- Te Whatu Pōkeka
- Tapasā
- Tātaiako Cultural Competencies
- Understand Our Code, Our Standards & Teacher Registration Process and the implementation of the Induction & Mentoring programme for provisional and fully registered teachers.
- Internal Review
- Equal Employment Opportunities
- Privacy Act
- Children's Act 2014
- Any additional knowledge as relevant to ECE.

Skills and attributes

Essential:

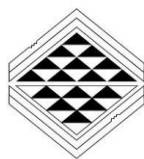
- Ability to work both as a member of the team and individually.
- To maintain a professional and positive approach with teaching staff, families/whānau and members of the community.
- Empathy with young children and parents/care givers/family/whanau.
- Ability to be physically active in performing duties which can involve carrying and lifting of young children.
- Ability to relate well to a wide range of people.
- In depth understanding, knowledge and skills in Early Childhood education and programmes.
- 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



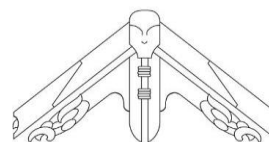
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children and adults.

- 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.
- Prepared to attend meetings and professional development outside of work hours.
- Be an associate teacher for students on placement in the centre.
- Demonstrate effective time management and organisation skills, and have computer skills.

Personal Attributes

- Commitment to upholding and promoting the values and philosophy of Toi Ohomai Childcare Centre.
- A friendly, approachable, flexible and positive attitude.
- Strong sense of professional ethics and codes of behaviour.
- Value and respect for cultural diversity.
- Ability to maintain appropriate professional boundaries.
- High level of motivation and enthusiasm.

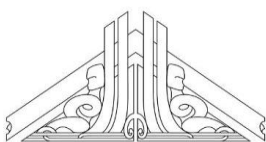
Waiaro | Be

At Toi Ohomai, Toiohomaitanga describes our way of doing and being. It reflects how we care for each other, work together, and uphold our shared purpose. These behaviours apply to all kaimahi, with expectations scaled to the nature and level of each role. They guide how we show up in our mahi, contribute to our collective success, and reflect our commitment to Ā mātou uara | Our values in everyday practice.

Ako: Demonstrates curiosity and a commitment to continuous learning. Applies new knowledge to improve practice and outcomes and actively contributes to a culture of shared growth. This supports toitūtanga by sustaining excellence and adaptability over time.

Authentic and Inclusive: Fosters inclusive environments where people feel safe, respected, and able to be themselves. Actively includes diverse perspectives, addresses inequities, and supports others to thrive. These behaviours reflect manaakitanga through care, generosity, and upholding the dignity of all.

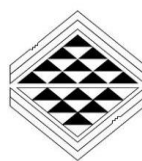
Connected: Builds and maintains strong, trusting relationships across teams and communities. Fosters cross-functional collaboration by sharing knowledge, aligning efforts, and supporting others to achieve shared goals. Communicates with empathy and respect, contributing to a shared sense of purpose. This strengthens whanaungatanga by nurturing meaningful connections and collective wellbeing.



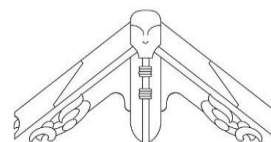
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Innovative and impactful: Identifies opportunities to improve and applies evidence, creativity, and courage to drive meaningful change. Uses data and insights to inform decisions, challenge the status quo, and focus on outcomes that matter for ākonga, kaimahi, and communities. These behaviours reflect kotahitanga, recognising that lasting improvement is strengthened through collaboration and shared purpose.

Engaged: Actively participates in Toi Ohomai initiatives that advance our vision. Shares knowledge, supports others, and contributes to a positive, forward-focused culture. This is how we can live kotahitanga, working together with unity and purpose.

Self-aware: Demonstrates humility, reflection, and openness to feedback. Understands the impact of their actions and takes responsibility for creating conditions where others can thrive. This reflects toitūtanga through thoughtful and courageous practice that supports respectful relationships and sustainable ways of working.

Ngā Hononga Mahi | Working relationships

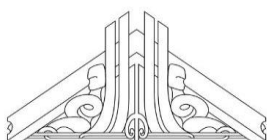
Internal: Childcare Centre Manager. Head Teacher, Teachers, Educators and other team members

External: Children, Caregivers/whanau/family/parents, Education Review Office/Te Tari Arotake Mātauranga, Ministry of Education/Te Tāhuhu o te Mātauranga

Resource delegations and responsibilities:

Financial: N/A

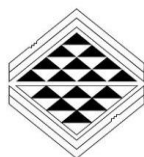
People: N/A



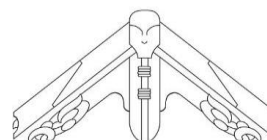
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