



Whakatane High School

Position: HOD Art

Responsible For: Curriculum leadership and management in the Art Department

Functional relationship with: The Senior Leadership Team and department staff

Primary Aim

To provide curriculum leadership to teachers of the Art Department

The Head of Department will assume responsibilities related to the Art Department as delegated. For this position these responsibilities are:

Registered Teacher Criteria

Professional relationships and professional values

Fully registered teachers engage in appropriate professional relationships and demonstrate commitment to professional values.

Criteria	Key Indicators
Establish and maintain effective professional relationships focused on the learning and well-being of ākonga	I. Engage in ethical, respectful, positive and collaborative professional relationships with: <ul style="list-style-type: none">• Ākonga• Teaching colleagues, support staff and other professionals• Whānau and other carers of ākonga• Agencies, groups and individuals in the community
Demonstrate commitment to promoting the well-being of all ākonga	I. Take all reasonable steps to provide and maintain a teaching and learning environment that is physically, socially, culturally and emotionally safe Ii. Acknowledge and respect the languages, heritages and cultures of all ākonga Iii. Comply with relevant regulatory and statutory requirements
Demonstrate commitment to bicultural partnership in Aotearoa New Zealand	I. Demonstrate respect for the heritages, languages and cultures of both partners to the Treaty of Waitangi

Demonstrate commitment to ongoing professional learning and development of personal professional practice	I. Identify professional learning goals in consultation with colleagues ii. Participate responsively in professional learning opportunities within the learning community Iii. Initiate learning opportunities to advance personal professional knowledge and skills
Show leadership that contributes to effective teaching and learning	I. Actively contribute to the professional learning community ii. Undertake areas of responsibility effectively

Professional knowledge in practice

Fully registered teachers make use of their professional knowledge and understanding to build a stimulating, challenging and supportive learning environment that promotes learning and success for all ākonga.

Criteria	Key Indicators
Conceptualise, plan and implement an appropriate learning programme	I. Articulate clearly the aims of their teaching, give sound professional reasons for adopting these aims, and implement them in their practice ii. Through their planning and teaching, demonstrate their knowledge and understanding of relevant content, disciplines and curriculum documents
Promote a collaborative, inclusive and supportive learning environment	I. Demonstrate effective management of the learning setting which incorporates successful strategies to engage and motivate ākonga ii. Foster trust, respect and cooperation with and among ākonga
Demonstrate in practice their knowledge and understanding of how ākonga learn	I. Enable ākonga to make connections between their prior experiences and learning and their current learning activities ii. Provide opportunities and support for ākonga to engage with, practise and apply new learning to different contexts Iiii. Encourage ākonga to take responsibility for their own learning and behaviour Iv. Assist ākonga to think critically about information and ideas and to reflect on their learning

Respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of ākonga	<p>I. Demonstrate knowledge and understanding of social and cultural influences on learning, by working effectively in the bicultural and multicultural contexts of learning in Aotearoa New Zealand</p> <p>II. Select teaching approaches, resources, technologies and learning and assessment activities that are inclusive and effective for diverse ākonga</p> <p>III. Modify teaching approaches to address the needs of individuals and groups of ākonga</p>
Work effectively within the bicultural context of Aotearoa New Zealand	<p>I. Practise and develop the relevant use of te reo Māori me ngā tikanga-a-iwi in context</p> <p>II. Specifically and effectively address the educational aspirations of ākonga Māori, displaying high expectations for their learning</p>
<p>Analyse and appropriately use assessment information,</p> <p>Which has been gathered formally and informally</p>	<p>I. Analyse assessment information to identify progress and ongoing learning needs of ākonga</p> <p>II. Use assessment information to give regular and ongoing feedback to guide and support further learning</p> <p>III. Analyse assessment information to reflect on and evaluate the effectiveness of the teaching</p> <p>IV. Communicate assessment and achievement information to relevant members of the learning community</p> <p>V. Foster involvement of whānau in the collection and use of information about the learning of ākonga</p>
Use critical inquiry and problem-solving effectively in their professional practice	<p>I. Systematically and critically engage with evidence and professional literature to reflect on and refine practice</p> <p>II. Respond professionally to feedback from members of their learning community</p> <p>III. Critically examine their own beliefs, including cultural beliefs, and how they impact on their professional practice and the achievement of ākonga</p>

An HOD will also implement the following aspects of professional leadership:

Resource Management

- Effectively and efficiently use available resources, including financial resources and assets, within delegated authorities, to support learning outcomes for students

Staff and Student Management

- Represent and communicate effectively, to a range of audiences, the goals and tasks of the department
- Participate in and contribute to the school's performance management system
- Provide effective advice and guidance to other members of the staff
- Monitor teacher/student relationships and provide advice and support when required
- Communicate effectively with students and staff

Professional Leadership

- Understand the aims of and display competence in the area of responsibility
- Provide professional leadership to staff within the delegated area(s) of responsibility
- Make constructive contributions, where applicable, to the management of the school
- Demonstrate a high level of awareness of educational developments and changes, particularly in the area(s) of responsibility
- Undertake appropriate professional development to enhance individual expertise in areas of management, administration and education
- Identify and act on opportunities for improving teaching and learning
- Ensure that procedures for making decisions in the area of responsibility are consistent with national guidelines and with the school's policies
- Ensure that changing social and cultural factors affecting the school's community are reflected in the policies and programmes of the delegated area(s) of responsibility
- Foster positive relationships between the school and all sectors of the community
- Undertake the appropriate professional development
- Actively support staff in their professional learning

Specific Tasks

- Teach Art to a range of classes from Year 9-13
- Appraise staff
- Promote Art within the school and community
- Participate in and contribute to a professional learning group

Signed: _____
Principal

Signed: _____
HOD Art

Date: _____

Date: _____