

Ngā Kōrero e pā ana ki te Tūranga

## Job Description

### Early Intervention Teacher

Business Group	Te Mahau
Location	Regionally Based
Salary band	Field Staff

### Mahi i roto i te Ratonga Tūmatanui | Working in the Public Service

Ka mahitahi mātou o te ratonga tūmatanui kia hei painga mō ngā tāngata o Aotearoa i āiane, ā, hei ngā rā ki tua hoki. He kawenga tino whaitake tā mātou hei tautoko i te Karauna i runga i āna hononga ki a ngāi Māori i raro i te Tiriti o Waitangi. Ka tautoko mātou i te kāwanatanga manapori. Ka whakakotahingia mātou e te wairua whakarato ki ō mātou hapori, ā, e arahina ana mātou e ngā mātāpono me ngā tikanga matua o te ratonga tūmatanui i roto i ā mātou mahi.

In the public service we work collectively to make a meaningful difference for New Zealanders now and in the future. We have an important role in supporting the Crown in its relationships with Māori under the Treaty of Waitangi. We support democratic government. We are unified by a spirit of service to our communities and guided by the core principles and values of the public service in our work.

Mō ētahi atu kōrero hei whakamārama i tēnei kaupapa, haere ki | [You can find out more about what this means at Role and purpose - Te Kawa Mataaho Public Service Commission.](#)

### To Mātou Aronga | What we do for Aotearoa New Zealand

At Te Tāhuhu o te Mātauranga | Ministry of Education, delivering our purpose makes a real difference to all ākonga of Aotearoa:

***He mea tārai e mātou te mātauranga kia rangatira ai, kia mana taurite ai ōna huanga  
We shape an education system that delivers excellent and equitable outcomes***

We fulfil our purpose by:

- delivering services and support nationally, regionally and locally to and through the education sector and in some cases directly to ākonga and whānau
- shaping the policies, settings and performance of the education system so that it is well placed to deliver equitable outcomes for ākonga and their whānau, from early learning through tertiary.

### Tēnei Tūranga | About the role

The purpose of the Early Intervention Teacher is to provide effective, efficient, and equitable early intervention services for the benefit of children and young people with additional learning needs in accordance with the goals, objectives and policies of the Ministry of Education.

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### Ngā Haepapa | Accountabilities

#### As a Specialist within Te Tāhuhu o te Mātauranga | the Ministry of Education you will:

- Share specialist knowledge across the organisation and with stakeholders, working with others to inform operational level decision making.
- Contribute to an effective team with a positive approach to the work environment that encourages and supports high performance, collaboration and problem solving.
- Lead the resolution of issues, identifying risks and solutions to protect and enhance the integrity and reputation of the Ministry.
- Lead or contribute to the development and implementation of innovative and fit-for purpose solutions and frameworks for current and future challenges.
- Develop and use data and insights to make evidence-based decisions and recommendations on operational issues.
- Build capability in others through coaching, quality assurance, and proactively sharing knowledge and expertise.

#### As the Early Intervention Teacher, you will:

- Supports transition points in the child's learning pathway such as transition into early childhood and to school as required.
- Provides high quality learning support to parents and whānau, early learning services, schools, and other service users in accordance with the guiding principles, strands and goals of Te Whāriki: Early Childhood Curriculum and Te Whāriki a te Kohanga Reo.
- Strengthens the capability of those who are best placed to support the learning of children and young people.
- Enhances inclusive practices in early learning services, schools and other educational settings
- Provides professional support and guidance to schools, teachers, families and whanau, and provides appropriate specialist intervention plans.
- Assesses, analyses, hypothesise, collaboratively plan, supports and monitors the implementation of individual (or group) intervention plans for students who have additional learning needs.
- Supports systemic change.
- Regularly participates in and provides professional support and peer supervision as required
- Develops and maintains collaborative relationships with parents/caregivers/whānau and a range of professional partners, community and sector groups and support agencies.
- Works effectively as part of a transdisciplinary team.
- Provides a service and support that is culturally responsive and protects the principles of Te Tiriti o Waitangi.

You will make decisions in accordance with the Ministry's policies and delegations framework.

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### Wheako | Experience

To be successful in this role you will have the following experience:

- Bachelor of Teaching (Early Childhood)
- Post-graduate Diploma in Specialist Teaching: Early Intervention or the ability to attain this within four years of beginning in the position
- A minimum of three years teaching experience.
- Experience in implementing family-centred practice
- Sound knowledge of effective early childhood teaching practices,
- Strong inclusive early childhood pedagogical knowledge and effective teaching practices,
- Working knowledge of Te Whāriki: Early Childhood Curriculum and Te Whāriki a te Kohanga Reo,
- Deep knowledge of child development, learning and behaviour for typical and atypical children,
- Familiar with a range of various early childhood philosophies, service types and operating models,
- Skills in coaching and supporting adult learning,
- Understanding of a range of needs and disabilities and their implications for daily functioning in family life and for teaching and learning in the context of early childhood and family homes,
- Working knowledge of a range of assessment and intervention frameworks and approaches, with particular knowledge of inclusive and ecological approaches,
- Working knowledge of family-centred practice

### Ngā Āheinga | Capabilities

To be successful in this role you will have the following capabilities and competencies:

- A track record of bringing people together and leading, coaching and mentoring others to achieve outcomes.
- A proven ability to use data and insights to identify trends, risks and opportunities, to influence and guide organisational and system-level decision making.
- Excellent interpersonal and communication skills.
- A commitment to ongoing personal and professional development.
- Responsive to and considerate of the child and families' cultural identities within all aspects of service, supports, assessment, planning and interventions,
- Strong interpersonal skills to develop and maintain relationships in order to partner effectively with parents, whānau, and educators across a diverse range of settings and circumstances.

### Tātai Pou | Our Cultural Competency

Tātai Pou is our Māori Cultural competency framework. It has been aligned and is complementary to the Māori Crown Relations Capability Framework (MCR). Tātai Pou is designed to support our people and organisation to give effect to the articles of te Tiriti o Waitangi in our work. The work-based capabilities have four focus areas and describe four levels of competency (high, consolidation, developing and essential) that enable us to deliver our partnership approach so that Māori enjoy and achieve educational success as Māori.



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Pou Hono   Valuing Māori	Developing
Pou Mana   Knowledge of Māori content	Developing
Pou Kipa   Achieving equitable education outcomes for Māori	Developing
Pou Aroā   Critical consciousness of racial equity for Māori	Developing

## Leadership Success Profile - Te Kawa Mataaho | Public Service Commission

Leadership matters. Strong leadership at every level in the Public Service will transform the experiences of New Zealanders. The Leadership Success Profile establishes “what good looks like” for leadership at all levels. Information about how the Leadership Success Profile applies to this role is available on the Ministry’s intranet.

## Ngā Whakaaetanga | Approvals

Date Reviewed and Approved	May 2023
Approved By	HR Advisory team