

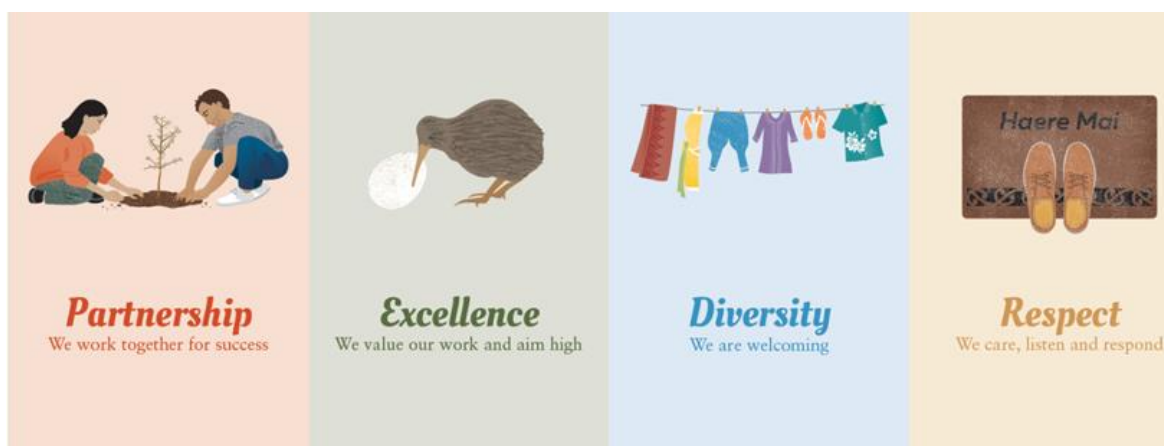
## English Language Partners New Zealand

**Who we are:** English Language Partners New Zealand (ELPNZ) is a national not-for-profit organisation working with former refugees and migrants and operates in 21 locations throughout the country. We deliver English language tuition and settlement support to adults through a range of services. We are a NZQA Category 1 provider, and our activities are primarily funded by the Tertiary Education Commission. Our national office is in Wellington.

**Our vision:** Former refugees and migrants settle well and succeed in Aotearoa New Zealand.

**Our purpose:** We teach English and support people to settle, work and succeed.

### Our values:



## Teacher

**Why I'm here:** To provide a flexible, learner-centred programme that meets current learner needs and supports them to settle, work and succeed.

To plan, prepare, and teach effective lessons to learners, assess learner progress, and conduct the administration required to meet the programme reporting requirements and standards.

To provide information and opportunities to explore intercultural awareness, including expectations related to living and working in Aotearoa New Zealand

<b>Reporting to:</b>	Centre Manager
<b>Location:</b>	Regional Offices
<b>Working with:</b>	Centre staff, volunteers, students, national office team, community leaders, venue managers.
<b>Last Review:</b>	November 2023

KEY ACCOUNTABILITIES	KEY OUTCOMES
<p><b>1. Teaching practices</b></p> <p><i>Delivery provides high quality services to learners from a non-English speaking background, in order to support them in meeting their desired outcome(s).</i></p> <p><i><a href="#">ELPNZ's Teaching Strategy</a> informs teaching practice, making the learners' needs the central focus and respecting their confidentiality and cultural needs at all times.</i></p>	<p><b>Partnership - We work together for success</b></p> <ul style="list-style-type: none"> <li>• Works with learners to identify and achieve their learning goals.</li> <li>• Incorporates learner-centred activities in lesson planning and delivery.</li> <li>• Assists learners to take charge of their own learning.</li> <li>• Helps learners develop skills to interact successfully in Aotearoa New Zealand. Education outside the classroom activities are organised (if relevant).</li> <li>• Creates and maintains an interactive learning environment, tailored to the mode of learning (face-to-face/online/blended).</li> <li>• Collaborates to support the work of Volunteers and Cultural and Language Assistants (CLAs), and Playgroup Assistants in class (as needed).</li> </ul> <p><b>Excellence - We value our work and aim high</b></p> <ul style="list-style-type: none"> <li>• Designs lessons which help learners to use English in their daily lives and supports learners to try new things.</li> <li>• Lessons are structured around programme goals and curriculum. Programme documents are available on <a href="#">myELP</a>, the staff intranet.</li> <li>• Uses appropriate, up-to-date teaching materials and technology tools in class to meet learners' needs.</li> <li>• Measures and evaluates learner and course outcomes to make ongoing improvements</li> </ul> <p><b>Diversity - We are welcoming</b></p> <ul style="list-style-type: none"> <li>• Supports an inclusive and welcoming learning environment and provides opportunities for learners to share their culture and language.</li> </ul>

KEY ACCOUNTABILITIES	KEY OUTCOMES
	<ul style="list-style-type: none"> <li>Creates opportunities to explore intercultural awareness, including expectations related to living and working in Aotearoa New Zealand.</li> </ul> <p><b>Respect - We care, listen and respond</b></p> <ul style="list-style-type: none"> <li>Interacts with learners and colleagues positively, professionally and respectfully and builds a cooperative classroom culture.</li> <li>Responds to learner feedback and that feedback shapes lesson delivery. Learners report satisfaction with their classes and demonstrate English language gains.</li> </ul>
<p><b>2. Reporting</b></p> <p><i>Appropriate records are maintained and timely reports on programme delivery provided when required.</i></p>	<ul style="list-style-type: none"> <li>Collects, monitors and reports on learner data in an accurate and timely manner. <ul style="list-style-type: none"> <li>Attendance registers are completed accurately and entered into OnTrack at the start of every class and submitted in real time or within 24 hours of class delivery. The centre manager/coordinator is notified of repeated absences.</li> <li>Assessment tools to monitor progress are completed as appropriate.</li> <li>All learners have outcomes recorded that align with the requirements of the programmes outcomes model.</li> <li>Collects learner feedback at the end of course.</li> </ul> </li> <li>Provides meaningful qualitative information on progress made and challenges faced by learners in the programme to centre manager/coordinator as needed</li> <li>Advises centre staff when learners exit a programme early.</li> </ul>
<p><b>3. Evaluative Self-Assessment</b></p> <p><i>Ongoing self-reflective practices implemented and regularly assessed.</i></p>	<ul style="list-style-type: none"> <li>Demonstrates reflective practice and a commitment to implementing relevant actions.</li> <li>Participates in moderation practices and completes moderation actions.</li> </ul>
<p><b>4. Professional development</b></p> <p><i>Professional standards are maintained through regular professional development (PD).</i></p>	<ul style="list-style-type: none"> <li>Undertakes regular professional development such as attendance at ELPNZ trainings, conferences and meetings as well as taking external training courses.</li> <li>Participates in Teaching Observations regularly and at least every two years.</li> <li>Completes goal setting and regular performance appraisals with manager. Records all planned and completed PD on Roadmap.</li> </ul>

KEY ACCOUNTABILITIES	KEY OUTCOMES
	<ul style="list-style-type: none"> <li>• Supports the development of the teaching community through sharing of relevant knowledge and recent training with others.</li> <li>• Attends staff meetings regularly.</li> </ul>
<b>5. Health &amp; Safety</b> <i>Carry out duties in a safe manner.</i> <i>Speak up if something isn't right.</i>	<ul style="list-style-type: none"> <li>• Take reasonable care for your own health and safety and ensure that your actions don't cause harm to yourself or others.</li> <li>• Comply with any reasonable instructions, policies, or procedures on how to work in a safe and healthy way.</li> <li>• Report any hazards, accidents, substandard conditions, concerns or near misses.</li> <li>• Comply with emergency procedures and actively participate in drills.</li> <li>• Participate in any incident review or investigation as appropriate.</li> <li>• Actively participate in all health and safety training provided.</li> </ul>

KEY COMPETENCIES	
<b>TESOL skills</b>	Demonstrates understanding of TESOL principles in ELPNZ teaching environment and applies up-to-date TESOL knowledge. Incorporates learner-centred activities that target specific skill and language areas. Is knowledgeable about language systems and checks understanding of meaning, form and pronunciation features.
<b>Working with technology</b>	Embraces new technology and technology in the classroom. Demonstrates a willingness to adopt new systems and processes. Competent user of IT, electronic communication tools and internal database systems to achieve maximum efficiency of centre operations and reporting requirements.
<b>Communication skills</b>	Communicates openly and effectively with others, both orally and in writing. Listens to others' points of view and respects diversity. Demonstrates appropriate cross-cultural communication skills, showing sensitivity towards cultural differences.
<b>Professionalism</b>	Works consistently to deliver a high standard of work and treats others with respect. Takes ownership and is accountable for outcomes and activities. Ability to be resilient and to adapt and respond positively to change.



# The qualities, skills and experience I need

## Knowledge, Technical Skills and Experience:

### Essential:

- Minimum qualification requirement - Certificate level TESOL qualification (at level 5 or above) such as CELTA, Cert TESOL, Cert TEAL or equivalent which contains an assessed standardised teaching practicum and at least 100 hours of TESOL input.
- Experience teaching ESOL to adults.
- Knowledge of current ESOL practices.
- Intercultural awareness and competence for teaching across cultures in Aotearoa, New Zealand.

### Desirable:

- Experience teaching English online.
- Experience in teaching ESOL to adults in Aotearoa New Zealand.
- Experience teaching without a course book and planning learner-centred lessons.
- Qualifications and/or experience in teaching literacy and numeracy.
- Knowledge of the Te Tiriti o Waitangi and how it applies to teaching migrants and former refugees.

## Personal Qualities

- Cultural sensitivity and empathy
- Flexibility and adaptability
- Patient, positive with good sense of humour.
- Honesty and integrity
- Ability to work under pressure, independently and as part of a team
- Effective and efficient worker (timely); meets deadlines
- Organised, with an eye for detail and high level of accuracy

## Other Requirements

- Agreement to a police check
- If teaching online, you must have your own computer with a microphone and web camera and internet access sufficient to support online classes.