

A wānanga provided in section 162(4)(b)(iv) of the Education Act 1989, is characterised by “teaching and research that maintains, advances and disseminates knowledge and develops intellectual independence, and assists the application of knowledge regarding āhuatanga Māori (Māori tradition) according to tikanga Māori (Māori custom)”.

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| <b>Tūranga</b><br>Position                          | <b>Kaiako</b><br>Te Kunenga o te Reo (Kaupae 4) (Reo Rua)  |   |
| <b>Uepū / Wāhanga</b><br>Department                 | <b>Aramātauranga</b> (Educational Delivery Services)   |   |
| <b>Takiwā</b><br>Region                             |  |   |
| <b>Wāhi Mahi</b><br>Location                        |  |   |
| <b>Whakatau ki</b><br>Reports to                    | <b>Kaiwhakahaere Ako</b> (Manager Education Delivery)  |   |
| <b>Māka Pūtea</b><br>Salary Grade                   | <b>T3</b>  |   |
| <b>Māngai Pūtea</b><br>Financial Delegation         | <b>N/A</b>   |   |
| <b>Wā Roanga</b><br>Tenure                          | <b>As per individual Rohe Requirements</b>   |   |
| <b>Ngā Rōpū Whaihua</b><br>Functional Relationships | <u>Internal</u> <ul style="list-style-type: none"> <li>• Tauira (students)</li> <li>• Takiwā kaimahi (region staff)</li> <li>• Te Puna Mātauranga</li> </ul> | <u>External</u> <ul style="list-style-type: none"> <li>• Tauira whānau (student’s families)</li> <li>• Potential tauira</li> <li>• Community</li> <li>• Iwi / hapū</li> <li>• Members of the public (tauira recruitment)</li> </ul> |

**Pūtake Tūranga - Role Purpose**

The role of the kaiako is to teach tauira Te Kunenga o te Reo (Kaupae 4) (Reo Rua). Teaching involves but is not limited to; developing lesson plans, presenting material to tauira, responding to tauira learning needs, and evaluating tauira progress. Rangahau is a requirement for kaiako delivering degree programmes and is encouraged for all kaiako.

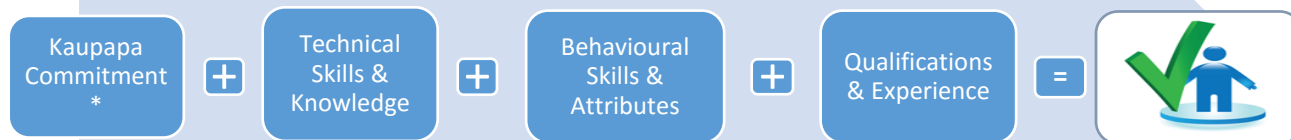
| Key Performance Indicators   | Success Factors   |
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| Recruit for tauira in order to achieve tauira class numbers  | <ul style="list-style-type: none"> <li><i>Achievement of class numbers and retention once classes have started</i></li> </ul>   |
| Plan for tutoring sessions according to tauira needs and goals   | <ul style="list-style-type: none"> <li><i>Plans are completed in a professional and timely manner</i></li> </ul>  |
| Identify, develop, or implement intervention strategies, lesson plans, or individualised education plans for tauira  | <ul style="list-style-type: none"> <li><i>Written evidence of intervention strategies and positive feedback from tauira</i></li> </ul>  |
| Develop teaching materials such as handouts and study materials as required to support learning  | <ul style="list-style-type: none"> <li><i>Evidence of quality handouts and study material</i></li> </ul>  |
| Present plans and conduct discussions to increase tauira knowledge and competence by using relevant visual aids, video tapes, music, tools or other relevant methods that motivate learning  | <ul style="list-style-type: none"> <li><i>Positive feedback from tauira, retention and graduation rates</i></li> </ul>  |
| Communicate with tauira on their progress, in person, by phone, email or iAkoranga.  | <ul style="list-style-type: none"> <li><i>Positive feedback from tauira and evidence of communication with tauira</i></li> </ul>  |
| Collaborate with tauira and TWoA administration, or student support team members to determine tauira needs, developing tutoring plans, or assess Tauira progress   | <ul style="list-style-type: none"> <li><i>Positive feedback from tauira, TWoA colleagues and graduation rates</i></li> </ul>  |
| Assess tauira progress throughout tutoring sessions <ul style="list-style-type: none"> <li>- Arrange/facilitate tauira study skills support</li> <li>- Provide individual instructions to individuals or small groups of tauira to improve academic performance</li> </ul> | <ul style="list-style-type: none"> <li><i>Positive feedback from tauira and proof of academic success in terms of retention and graduation rates</i></li> </ul>   |
| Plan and supervise Noho, Wānanga   | <ul style="list-style-type: none"> <li><i>Safe and timely planning of transport, catering of Noho, Wānanga and field trips</i></li> </ul>   |
| Maintain records of Tauira assessment results, attendance registers, progress, feedback, end of course graduation rates ensuring confidentiality of all records  | <ul style="list-style-type: none"> <li><i>All tauira administration is completed in accordance with the standards set by Te Wānanga o Aotearoa (TWoA), and submitted by due dates</i></li> </ul>                    |
| Compliance and observance of TWoA and external agencies policies and academic / enrolment regulations  | <ul style="list-style-type: none"> <li><i>Enrolment and academic requirements are met in the specified time frames and as outlined in the applicable policies</i></li> </ul>  |
| Use of 101 SISS to record results and attendance progressively   | <ul style="list-style-type: none"> <li><i>Accurate results and attendance is recorded in the 101 SISS system within the specified timeframes and in accordance with policy and procedural guidelines</i></li> </ul> |

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| <p><b>Health and Safety</b></p> <ul style="list-style-type: none"> <li>- Recognise and address circumstances to prevent unhealthy or unsafe situations</li> <li>- Perform any manual duties in a safe and responsible manner</li> </ul>  | <ul style="list-style-type: none"> <li>• <i>Adherence to all Safety and Wellness policies and Procedures.</i></li> <li>• <i>Faults are reported immediately to relevant personnel</i></li> <li>• <i>Zero harm while carrying out duties</i></li> </ul> |
| <p><b>Other Duties</b></p> <ul style="list-style-type: none"> <li>- From time-to-time all kaimahi are encouraged to engage in other activities outside their assigned duties, such as (but not limited to) setting up and attending pōwhiri, hosting visitors, recruitment drives and supporting other kaimahi in their roles</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Positive engagement in activities that contribute to the overall functionality and operation of Te Wānanga o Aotearoa.</i></li> </ul>  |

*The employee shall be required to exercise all their skills and knowledge in the achievement of the position objectives and to follow any current or future procedures and policies related to achieving the objectives.*

*The responsibilities and expectations outlined in this position description may alter as business needs change. In addition specific objectives and outcomes will be agreed to with the kaimahi's manager on an annual basis at performance review.*

## Person Specification: Kaiako – Te Kunenga o te Reo (Kaupae 4) (Reo Rua)



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| <p><b><u>Qualifications and Experience</u></b></p>   | <p><b>Qualifications:</b></p> <ul style="list-style-type: none"> <li>• Diploma (Level 5) qualification in te reo Māori or higher</li> <li>• Diploma in Adult Teaching (Level 5) or equivalent</li> <li>• National Certificate in Literacy and Numeracy (Level 5) (Vocational)</li> <li>• Full NZ Drivers' Licence (Class 1)</li> </ul> <p><b>Experience (Desirable):</b></p> <ul style="list-style-type: none"> <li>• 3+ years' experience teaching Te Reo Māori</li> <li>• 3+ years' experience teaching adults</li> <li>• Experience in Ako Whakatere methods of teaching and learning would be an advantage however, Ako Whakatere training will be provided after appointment</li> </ul> <p><b>Āhuetanga Māori:</b></p> <ul style="list-style-type: none"> <li>• Actively engages in cultural activities and has an excellent understanding of Āhuetanga Māori (values, culture and tikanga)</li> <li>• Fluent in spoken and written Te Reo Māori and can provide guidance and leadership in this area</li> </ul> |
| <p><b><u>Technical Skills</u></b></p> <p>Are the specialised skills and abilities required for a particular role</p>         | <ul style="list-style-type: none"> <li>• Knowledge of principles and methods for curriculum and training design in the relevant subject area</li> <li>• Teaching and instruction for individuals and groups</li> <li>• Measurement of training effects</li> <li>• Effective speaking – talking to others to convey information effectively</li> <li>• Effective writing – communicating effectively in writing as appropriate for the needs of the taura</li> <li>• Administrative and computing skills</li> <li>• Monitoring and assessing performance to make improvements or take corrective action</li> </ul>   |
| <p><b><u>Knowledge &amp; Ability</u></b></p> <p>Are the role specific abilities and knowledge required for this position</p> | <ul style="list-style-type: none"> <li>• Engaging with and teaching various levels of Māori language ability</li> <li>• Catering to a variety of learning needs</li> <li>• Te ao Māori me ngā āhuetanga Māori</li> <li>• Ngā tikanga Māori (customs and protocols)</li> <li>• Ngā hītori Māori</li> <li>• Ngā pakiwaitara</li> <li>• Whakapapa</li> <li>• Ngā iwi Māori</li> <li>• Dialect differences</li> <li>• Te Ako Whakatere Methodology including teaching and delivery</li> </ul>   |

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| <p><b><u>Behavioural Skills and Attributes</u></b></p> <p>Behavioural Competencies are the role specific behaviours and attitudes required by kaimahi (staff) to be successful in their roles</p> | <p><b>Approachability</b><br/>Makes others feel comfortable, welcomed and at ease should they need support, help or advice. Is perceived as helpful, genuine and amicable.</p> <p><b>Listening</b><br/>Practises attentive and active listening, has the patience to hear people out and is perceived to have good rapport and reputation by others.</p> <p><b>Time Management</b><br/>Uses time effectively and efficiently; concentrates efforts on the most important priorities; and independently handles several tasks at once.</p> <p><b>Attention to Detail</b><br/>Achieves thoroughness and accuracy when accomplishing a task through concern for all the areas involved.</p> <p><b>Planning</b><br/>Accurately determines the length and difficulty of tasks and projects; sets clear, realistic and measureable goals; sets priorities and time parameters to accomplish tasks and projects, anticipates road blocks and develops contingencies to redirect tasks so momentum is maintained.</p> <p><b>Organising</b><br/>Marshals resources (people, funding, materials and support) to get things done; orchestrates multiple activities at once to accomplish a goal; uses resources effectively and efficiently; and arranges information to a high standard.</p> <p><b>Conflict Management</b><br/>Identifies and takes steps to prevent potential situations that could result in unpleasant confrontations. Manages and resolves conflicts and disagreements in a positive and constructive manner to minimize negative impact.</p> <p><b>Creativity</b><br/>Generates many new and unique ideas and ways to implement these ideas successfully; and is seen as original and value-adding in brainstorming settings.</p> <p><b>Initiative</b><br/>Is proactive and looks at improving current systems and processes, looks at things in new and better ways.</p> <p><b>Motivating Others</b><br/>Creates a climate in which people want to do their best; can assess each person's strengths and use them to get the best out of him or her; and promotes confidence and optimistic attitudes.</p> |