



Te Wānanga o Aotearoa

ACD

## ARO TŪRANGA Position Description

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)”.

<b>Tūranga</b> Position	<b>Kaiako</b> (Tutor) <b>Kāwai Raupapa</b> (Certificate in: An introduction to the Arts) Level 3	
<b>Wāhanga</b> Department	Delivery	
<b>Rohe</b> Region		
<b>Wāhi Mahi</b> Location		
<b>Whakatau ki</b> Reports to	<b>Kaiako Matua</b> (Lead Tutor)	
<b>Māka Pūtea</b> Salary Grade	T3	
<b>Māngai Pūtea</b> Financial Delegation	n/a	
<b>Ngā Rōpu Whaihua</b> Functional Relationships	<u>Internal</u> Taura (students) Rohe kaimahi (staff within a region) Te Puna Mātauranga	<u>External</u> Taura whānau (student’s families) Potential taura Community Iwi / hapū Members of the public when recruiting for taura

### Pūtake Tūranga - Role Purpose

The role of the Kaiako is to teach Taura in the Kāwai Raupapa programme (Certificate in An introduction to the Arts L3). Teaching involves but is not limited to developing lesson plans, presenting material to taura, responding to taura learning needs, and evaluating taura progress. Rangahau (research) is a requirement for kaiako delivering degree programmes.

Key Performance Indicators	Success Factors
Plan for tutoring sessions according to taura needs and goals	<i>Plans are completed in a professional and timely manner</i>
Maintain records of taura assessment results, attendance registers, progress, feedback, end of course graduation rates ensuring confidentiality of all records	<i>All taura administration is completed in accordance with the standards set by Te Wānanga o Aotearoa (TWOA), and submitted by due dates</i>
Identify, develop, or implement intervention strategies, lesson plans, or individualised education plans for taura	<i>Written evidence of intervention strategies and positive feedback from taura</i>
Develop teaching materials such as handouts and study materials as required to support learning	<i>Evidence of quality handouts and study material</i>
Present plans and conduct discussions to increase taura knowledge and competence by using relevant visual aids, video tapes, music, tools or other relevant methods that motivate learning	<i>Positive feedback from taura, retention and graduation rates</i>
Communicate with taura on their progress, in person, by phone or email or moodle	<i>Positive feedback from taura and evidence of communication with taura</i>
Collaborate with taura and TWOA administration, or student support team members to determine taura needs, developing tutoring plans, or assess taura progress	<i>Positive feedback from taura, TWOA colleagues and Graduation rates</i>
Assess taura progress throughout tutoring sessions <ul style="list-style-type: none"> <li>• Teach taura study skills and note taking skills</li> <li>• Provide individual instructions to individuals or small groups of taura to improve academic performance</li> </ul>	<i>Positive feedback from taura and proof of academic success in terms of retention and graduation rates</i>
Plan and supervise Noho, Wānanga	<i>Safe and timely planning of transport, catering for Noho, Wānanga and field trips</i>
Recruit for Taura in order to achieve taura class numbers	<i>Achievement of class numbers and retention once classes have started</i>
<i>Use of 101 SISS to record results and attendance progressively</i>	<i>Accurate results and attendance are recorded in the 101 SISS system within the specified timeframes and in accordance with policy and procedural guidelines.</i>
Recognise and address circumstances to prevent unhealthy or unsafe situations	<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> </ul>
Other duties as assigned 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 powhiri, hosting visitors, recruitment drives and supporting other kaimahi in their roles.	<i>Positive engagement in activities that contribute to the overall functionality and operation of Te Wānanga o Aotearoa.</i>
Any other tasks as and when required	<i>Positive can-do attitude</i>

*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.*

## Minimum Qualifications and Experience

### **Qualifications:**

- Diploma in Māori Arts or Equivalent L 5/6
- Level 5 teaching qualification

### **Experience:**

- 2-3 years work experience pertaining to Māori Arts; and
- 2-3 years' experience in teaching adults

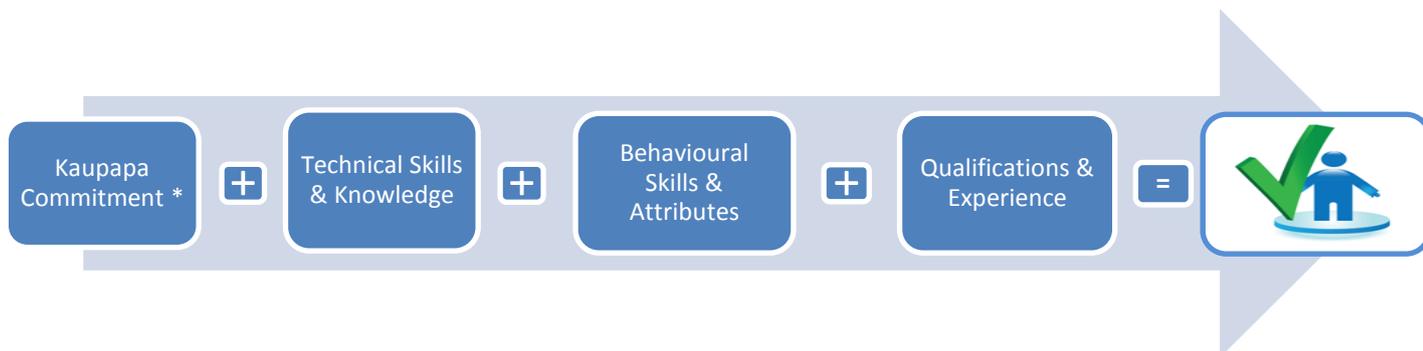
*Whilst teaching experience is highly valued at TWOA, newly qualified Kaiako / Tutors with the relevant qualifications but with no or limited previous teaching experience will also be considered for employment.*

### **Āhuatanga Māori:**

- Ability to greet and acknowledge people in te reo Māori and pronounce Māori words correctly
- Motivated to partake in cultural activities (e.g. Pōwhiri/Karakia/Te Whariki) and motivated to develop understandings of Māori values

## Person Specification

Kaiako – Kāwai Raupapa (Certificate in: An introduction to the Arts) Level 3



<p><b>Technical Skills</b></p> <p>Are the specialised skills and abilities required for a particular role</p>	<p><i>Knowledge of principles and methods for curriculum and training design in the relevant subject area</i></p> <p><i>Teaching and Instruction for individuals and groups</i></p> <p><i>Measurement of training effects</i></p> <p><i>Effective speaking - talking to others to convey information effectively</i></p> <p><i>Effective writing – communicating effectively in writing as appropriate for the needs of the Taurira</i></p> <p><i>Administrative and computing skills</i></p> <p><i>Monitoring and assessing performance to make improvements or take corrective action</i></p>	
<p><b>Knowledge &amp; Ability</b></p>	<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• Tikanga Māori appropriate to the art form</li> <li>• Using different types of media, materials and hands on processes</li> <li>• Developing these processes, safe practice and workshop management</li> <li>• Basic research processes</li> </ul>	
<p><b>Behavioural Skills &amp; Attributes</b></p> <p>Behavioural Skills &amp; Attributes are the role specific behaviours and attitudes required by kaimahi (staff) to be successful in their roles</p>	<p><b>Creating &amp; Maintaining Quality Spaces</b></p> <p><b>Approachability:</b> <i>Puts others at ease by initiating rapport, listens, and shares, understands and shows genuine empathy when dealing with others. People seek out to request support and advice as they are highly trusted and considered as supportive, genuine and caring.</i></p> <p><b>Listening skills:</b> <i>Gives full attention to others when they speak and takes time to understand their perspective.</i></p>	<p><b>Leadership &amp; Responsible Stewardship</b></p> <p><b>Time management:</b> <i>Uses his or her time effectively and efficiently; concentrates his or her efforts on the most important priorities</i></p> <p><b>Planning &amp; Organising:</b> <i>The ability to identify / develop tasks, actions, processes and timetables needed to meet objectives. Shows punctuality and good time management skills.</i></p> <p><b>Conflict Management:</b> <i>identifies and takes steps to prevent potential situations that could result in unpleasant confrontations.</i></p>
	<p><b>Reciprocal Responsibilities</b></p> <p><b>Creativity:</b> <i>Ability to generate new and unique ideas and ways to implement these ideas successfully</i></p> <p><b>Initiative:</b> <i>Is proactive and looks at improving current systems and processes, looks at things in new and better ways.</i></p>	<p><b>Holistic Wellbeing</b></p> <p><b>Motivating Others:</b> <i>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; promotes confidence and optimistic attitudes.</i></p>

\* Kaupapa Commitment is the recognition and acknowledgement of TWoA's Vision, Mission, Philosophy and Values (see page 4) and the commitment to uphold, maintain and strengthen these through our actions and contributions



Te Wānanga o Aotearoa

## The guiding principles of Te Wānanga are inherent in its Vision, Mission Statement, Te Kaupapa and Values.

### **Whakakitenga – Vision:**

“Te Wānanga o Aotearoa will provide holistic education opportunities of the highest quality for Māori, peoples of Aotearoa and the world”

### **Ko Te Uaratanga - Mission**

To provide education that best fits the aspirations of this generation, enhances the dreams of future generations and prepares for understanding the essence of past generations

To equip people with knowledge of our heritage, our language, our culture so they can handle the world at large with confidence and self-determination

To empower ones potential for learning as a base for progress in the modern world

To make contributions of consequence

To care

To make our world a better place

*Dr. Buck Nin*

### **Ko Te Kaupapa - Philosophy**

To provide holistic education opportunities of the highest quality for Māori, peoples of Aotearoa and the world

To provide a unique Māori cultural learning environment

To provide practical learning experiences

To provide support, encouragement and guidance to all learners in their pursuit of personal development, learning and employment

To encourage all learners to learn and achieve to their fullest potential

To be a good employer and encourage staff to develop personally and professionally to their fullest potential

### **Ko Ngā Uara - Values**

Our values of Te Aroha, Te Whakapono, Ngā Ture and Kotahitanga are embedded in and woven through the actions we take to achieve successful outcomes for our taura (students), as by achieving success for taura we achieve success as an organisation. Our values also provide an ongoing cycle of evaluation and improvement that contributes to the achievement of our Kaupapa and our goals. Te Wānanga o Aotearoa defines its values as follows:

**Te Aroha:** *Having regard for one another and those for whom we are responsible and to whom we are accountable.*

**Te Whakapono:** *The basis of our beliefs and the confidence that what we are doing is right.*

**Ngā Ture:** *The knowledge that our actions are morally and ethically right and that we are acting in an honorable manner.*

**Kotahitanga:** *Unity amongst iwi and other ethnicities; standing as one*

**Definition of a Wānanga:** The definition of a wānanga provided in section 162(4)(b)(iv) of the Education Act 1989 (as added by section 36 of the Education Amendment Act 1990):

A wānanga is characterised by teaching and research that maintains, advances, and disseminates knowledge and develops intellectual independence, and assists the application of knowledge regarding āhuetanga Māori (Māori tradition) and according to tikanga Māori (Māori custom).