



Te Wānanga o Aotearoa

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)”.

Tūranga Position	Kaiako (Tutor) Te Tohu Paetahi Nga Poutoko Whakarara Oranga: <i>Bachelor of Social Work (Biculturalism in Practice) Level 5 – 7</i>	
Wāhanga Department	Delivery	
Rohe Region		
Wāhi Mahi Location		
Whakatau ki Reports to	Manager Educational Delivery	
Māka Pūtea Salary Grade	T4 T5 (if Kaiako holds a Master’s qualification and Bachelor of Teaching qualification)	
Māngai Pūtea Financial Delegation	N/A	
Ngā Rōpu Whaihua Functional Relationships	<u>Internal</u> Taura (students) Rohe kaimahi (staff within a region) Te Puna Matauranga	<u>External</u> Taura Whanau (student’s families) Potential Taura Community Iwi Members of the public when recruiting for Taura

Pūtake Tūranga - Role Purpose

The role of the kaiako is to be available to facilitate various levels of the Social Work programme from certificate level to year three of the bachelors programme. 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 and is encouraged for all Kaiako. Kaiako delivering degree programmes are required to engage in Rangahau / Research to maintain currency of subject knowledge. Kaiako must have / or be eligible to meet the criteria for registration with the Social Worker’s Registration Board (S.W.R.B) and maintain full registration.

Key Performance Indicators	Outcome
Assist with recruitment strategies Taura engagement checklist to be complete	Potential taura enquiries are answered within a timely manner. Achievement of class numbers and retention once classes have started
Plan for tutoring sessions according to taura needs and goals	Plans are completed in a professional and timely manner
Identify, develop, or implement intervention strategies, lesson plans, or individualised education plans for taura	Written evidence of intervention strategies and positive feedback from taura
Develop teaching materials such as handouts and study materials as required to support learning	Evidence of quality handouts and study material
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	Positive feedback from taura, retention and graduation rates
Communicate with taura on their progress, in person, by phone or email. 101 posting results.	Positive feedback from taura and evidence of communication with taura
Collaborate with taura and TWoA administration, or student support team members to determine taura needs, developing tutoring plans, or assess taura progress	Positive feedback from taura, TWoA colleagues and Graduation rates
Plan and supervise Noho, Wananga, Field Trips e.g. Kaihoe Waka, Waka Ama, Sports Programmes	Safe and timely planning of transport, catering of Noho, Wananga and field trips
Maintain records of taura assessment results, attendance registers, progress, feedback, end of course graduation rates ensuring confidentiality of all records	All Taura administration is completed in accordance with the standards set by Te Wānanga o Aotearoa (TWoA), and submitted by due dates
Compliance and observance of TWoA and external agencies policies and academic / enrolment regulations	Enrolment and academic requirements are met in the specified time frames and as outlined in the applicable policies
Use of 101 SISS to record results and attendance progressively	Accurate results and attendance is recorded in the 101 SISS system within the specified timeframes and in accordance with policy and procedural guidelines.
Recognise and address circumstances to prevent unhealthy or unsafe situations	<ul style="list-style-type: none"> Adherence to all Safety and Wellness policies and Procedures. Faults are reported immediately to relevant personnel
Other duties as assigned From time-to-time all kaimahi are encouraged to engage in other activities outside their assigned duties, such as setting up and attending powhiri, hosting visitors drives and supporting other kaimahi in their roles.	Positive engagement in activities that contribute to the overall functionality and operation of Te Wānanga o Aotearoa.

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:

- Masters level qualification in Social Work is the preferred minimum qualification for this role. If the relevant masters qualification is not held, then the National Diploma in Social Work (level 6) – prior to 2006, or a Bachelor of Social Work (L7) must be held along with evidence of completed study towards obtaining a Masters.
- Eligibility for registration with S.W.R.B; AND
- L5 teaching qualification, Adult Teaching preferred OR Bachelor of Teaching qualification

Experience:

- Minimum 5 years' experience in social work field that has allowed eligibility for registration; and
- 3-5 years' experience 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 demonstrate knowledge and appreciation of Te Reo and Tikanga Māori within a bicultural framework
- Have a good understanding of Āhuatanga Māori (Māori values, tikanga (protocols and practices) and culture) and partakes in cultural activities;

Person Specification

Kaiako –Te Tohu Paetahi Ngā Poutoko Whakarara Oranga: Bachelor of Social Work (Biculturalism in Practice) L5 - L7

(May also teach L4 Te Tiwhikete Ngā Poutoko Whakarara Oranga: Certificate in Social Services if required.)

<p><u>Technical Skills</u></p> <p>Are the specialised skills and abilities required for a particular role</p>	<p>Maintain registration with S.W.R.B throughout employment in this position Ability to develop and dispense Māori bodies of knowledge, contextualised to social work practice Bi-cultural frameworks: knowledge of bicultural frame works and ability to plan and deliver them Knowledge of principles and methods for curriculum and training design in the relevant subject area Teaching and Instruction for individuals and groups Measurement of training effects Communication (Effective speaking): talking to others to convey information effectively Communication (Effective writing): communicating effectively in writing as appropriate for the needs of the taurā Administrative and computing skills Monitoring and assessing performance to make improvements or take corrective action</p>				
<p><u>Knowledge & Ability</u></p> <p>Are the role specific abilities and knowledge required for this position.</p>	<p>Biculturalism in Practice:</p> <ul style="list-style-type: none"> - in Aotearoa/NZ society - in social work profession • Māori and non-Māori bodies of knowledge • Principle practice • Bicultural models of practice • Transformative Praxis 				
<p><u>S.W.R.B Ten Core Competence Standards</u></p> <p>Are the role specific abilities and knowledge required for this position.</p>	<p>For full descriptions of these competencies please refer to: http://www.swrb.govt.nz/CompAss_CoreCompStds.html</p> <ul style="list-style-type: none"> • Competence to practise social work with Māori • Competence to practise social work with different ethnic and cultural groups in Aotearoa New Zealand • Competence to promote the principles of human rights and social justice • Competence to promote social change • Competence to promote empowerment and liberation of people • Competence to utilise social work practice approaches • Competence to utilise theories of human behaviour and social systems • Competence to promote problem-solving in human relationships • Competence to use systems of accountability in place for their work • Adherence to professional social work ethics 				
<p><u>Behavioural Competencies</u></p> <p>Behavioural Competencies are the role specific behaviours and attitudes required by kaimahi (staff) to be successful in their roles</p>	<table border="1"> <tr> <td data-bbox="355 1232 938 1684"> <p><u>Āhurutanga</u></p> <p>Approachability: <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>Listening skills: <i>Gives full attention to others when they speak and takes time to understand their perspective.</i></p> <p>Understanding Noho Marae Provisions: <i>The understanding of appropriate protocols and procedures of tikanga marae, and flexibility to coordinate and facilitate noho marae</i></p> </td><td data-bbox="946 1232 1532 1684"> <p><u>Kaitiakitanga</u></p> <p>Time management: <i>Uses his or her time effectively and efficiently; concentrates his or her efforts on the most important priorities</i></p> <p>Planning & Organising: <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>Conflict Management: <i>identifies and takes steps to prevent potential situations that could result in unpleasant confrontations.</i></p> <p>Leadership: <i>The ability to lead and motivate a team of people to perform the required tasks.</i></p> </td></tr> <tr> <td data-bbox="355 1688 938 1984"> <p><u>Koha</u></p> <p>Creativity: <i>Generates many new and unique ideas and ways to implement these ideas successfully</i></p> <p>Initiative: <i>Is proactive and looks at improving current systems and processes, looks at things in new and better ways.</i></p> </td><td data-bbox="946 1688 1532 1984"> <p><u>Mauriora</u></p> <p>Motivating Others: <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> <p>Flexibility: <i>The ability and willingness to work effectively to work within a variety of situations, and with diverse individuals or groups.</i></p> </td></tr> </table>	<p><u>Āhurutanga</u></p> <p>Approachability: <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>Listening skills: <i>Gives full attention to others when they speak and takes time to understand their perspective.</i></p> <p>Understanding Noho Marae Provisions: <i>The understanding of appropriate protocols and procedures of tikanga marae, and flexibility to coordinate and facilitate noho marae</i></p>	<p><u>Kaitiakitanga</u></p> <p>Time management: <i>Uses his or her time effectively and efficiently; concentrates his or her efforts on the most important priorities</i></p> <p>Planning & Organising: <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>Conflict Management: <i>identifies and takes steps to prevent potential situations that could result in unpleasant confrontations.</i></p> <p>Leadership: <i>The ability to lead and motivate a team of people to perform the required tasks.</i></p>	<p><u>Koha</u></p> <p>Creativity: <i>Generates many new and unique ideas and ways to implement these ideas successfully</i></p> <p>Initiative: <i>Is proactive and looks at improving current systems and processes, looks at things in new and better ways.</i></p>	<p><u>Mauriora</u></p> <p>Motivating Others: <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> <p>Flexibility: <i>The ability and willingness to work effectively to work within a variety of situations, and with diverse individuals or groups.</i></p>
<p><u>Āhurutanga</u></p> <p>Approachability: <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>Listening skills: <i>Gives full attention to others when they speak and takes time to understand their perspective.</i></p> <p>Understanding Noho Marae Provisions: <i>The understanding of appropriate protocols and procedures of tikanga marae, and flexibility to coordinate and facilitate noho marae</i></p>	<p><u>Kaitiakitanga</u></p> <p>Time management: <i>Uses his or her time effectively and efficiently; concentrates his or her efforts on the most important priorities</i></p> <p>Planning & Organising: <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>Conflict Management: <i>identifies and takes steps to prevent potential situations that could result in unpleasant confrontations.</i></p> <p>Leadership: <i>The ability to lead and motivate a team of people to perform the required tasks.</i></p>				
<p><u>Koha</u></p> <p>Creativity: <i>Generates many new and unique ideas and ways to implement these ideas successfully</i></p> <p>Initiative: <i>Is proactive and looks at improving current systems and processes, looks at things in new and better ways.</i></p>	<p><u>Mauriora</u></p> <p>Motivating Others: <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> <p>Flexibility: <i>The ability and willingness to work effectively to work within a variety of situations, and with diverse individuals or groups.</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



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 āhuatanga Māori (Māori tradition) and according to tikanga Māori (Māori custom).