



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 <i>Position</i>	Kaiako – Literacy and Numeracy Support Services (LNSS)	
Uepū / Wāhanga <i>Department</i>	Innovation and Development Group Educational Services Corrections	
Takiwā / Rohe <i>District</i>	Te Puna Mātauranga - National	
Wāhi Mahi <i>Location</i>	Department of Corrections Property	
Whakatau ki <i>Reports to</i>	Team Lead – Educational Services Corrections	
Māka Pūtea <i>Salary Grade</i>	T3-A	
Māngai Pūtea <i>Financial Delegation</i>	N/A	
Wā Roanga <i>Tenure</i>	Fixed Term	
Ngā Rōpū Whaihua <i>Functional Relationships</i>	<u>Internal</u> <ul style="list-style-type: none"> • Kaimahi within IDG • Takiwā Management and Kaimahi • Tauria 	<u>External</u> <ul style="list-style-type: none"> • Whānau and Supporters • Iwi / Hapū • Pasifika Elders • Community • Department of Corrections staff

Pūtake Tūranga - Role Purpose

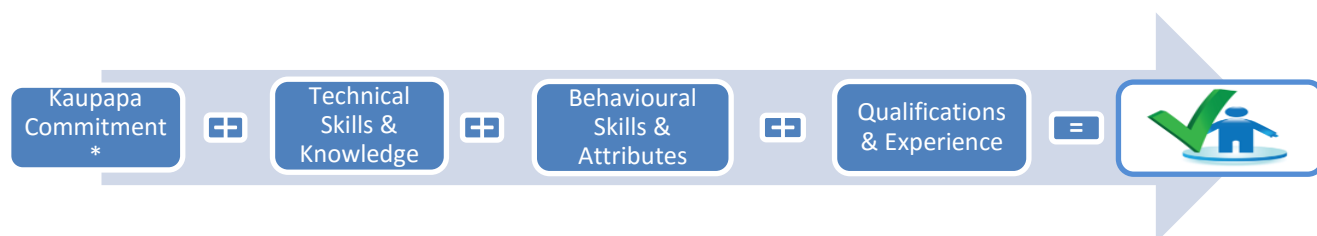
The primary function of the Kaiako LNSS is to provide specialist subject knowledge in order to deliver Literacy and Numeracy support services which support learners within the prison environment to gain appropriate literacy and numeracy skills, life skills and vocational skills to enable them to pathway into further education.

Key Performance Indicators	Success Factors
Recruitment <ul style="list-style-type: none"> - Support corrections staff in the identification of tauira requiring literacy and numeracy support - Work closely with stakeholders to ensure a smooth enrolment process - Complete all enrolment documentation 	<ul style="list-style-type: none"> • <i>Tauira are successfully identified and enrolled within accepted timeframes</i> • <i>Successful engagement with corrections staff, case managers and other tutors working with potential tauira</i>
Assessment & Planning <ul style="list-style-type: none"> - Ensure Tauira are informed of assessment requirements - Undertake regular formative assessment to ensure unit standard completion - Provide reassessment opportunities - Develop individual learning plans ensuring successful completion of unit standards and programme requirements 	<ul style="list-style-type: none"> • <i>Tauira understand the requirements of each unit standard</i> • <i>All assessments marked and results returned within appropriate timeframes</i> • <i>Tauira are informed of their progress throughout the duration of the programme</i> • <i>Individual learning plans have been implemented for tauira and successfully completion of unit standards and or programme requirements</i>
Retention, Achievement and Graduation <ul style="list-style-type: none"> - Foster the full engagement of Tauira throughout the duration of the programme (within your control) - Develop teaching materials as required to support learning - Motivate learning through the use of appropriate methods (eg. Visual aids, games, tools etc) 	<ul style="list-style-type: none"> • <i>Positive feedback from tauira</i> • <i>Proof of academic success in retention and graduation rates</i> • <i>Evidence of intervention strategy implementation (if required)</i> • <i>Evidence of quality of teaching materials</i>
Monitoring and Reporting <ul style="list-style-type: none"> - Maintain strong reporting practices as and when required - Utilise Literacy and Numeracy Assessment Tool pre and post delivery 	<ul style="list-style-type: none"> • <i>Document, monitor and report on daily activities and progress of delivery as required</i> • <i>Report and adhere to all requirements of reporting as directed</i> • <i>Those tauira identified on the L&N Assessment reporting to be at Step 1 – 3 show some gain at the post assessment</i>
Personal and Professional Development <ul style="list-style-type: none"> - Perform any duties in a safe and responsible manner - Remain professional at all times and maintain strong personal boundaries 	<ul style="list-style-type: none"> • <i>All induction and procedural requirements as stated by Corrections and the prison are completed and adhered to</i> • <i>Professional development activities are undertaken with all requirements met</i>

Quality Improvement <ul style="list-style-type: none"> - Inform the Regional Manager of issues impacting on successful programme delivery - Provide programme and delivery feedback where appropriate - Provide quality assurance information as required - Attend meetings as and when required 	<ul style="list-style-type: none"> • <i>Continuous improvement is employed to provide smarter, faster better ways of providing value add services</i> • <i>Programme delivery is not affected by preventable issues</i>
Health and Safety <ul style="list-style-type: none"> - Comply with all health, safety and wellness policy and procedures - Recognise and address circumstances to prevent unhealthy or unsafe situations - Adhere at all times to Corrections Health and Safety policy when undertaking mahi on site. - Perform any duties in a safe and responsible manner - Report faults in accordance with policy - Process risk management forms and health and safety issues accordingly 	<ul style="list-style-type: none"> - Health, safety and wellness policies and procedures are adhered to and complied with - Risk minimisation assessment is completed and any identified mitigation action taken - All induction and procedural requirements as stated by Corrections and the correctional facility are followed - Zero harm while carrying out duties and programme delivery meets all safety standards as outlined in TWoA and Dept of Corrections policy and procedures - Faults are reported immediately to relevant personnel - Forms are completed that accurately reflect risks and health and safety issues
Other Duties <ul style="list-style-type: none"> - Operate within delegated authorities at all times - Abide by all relevant Department of Corrections Policies and Procedures while working on site - Undertake other duties as required by the employer provided the kaimahi has the required skills and qualifications - Undertake professional development as identified - Attend hui kaimahi as requested - 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 	<ul style="list-style-type: none"> - Delegated authorities are complied with at all times - Department of Corrections Policies and Procedures are abided by at all times - Requests by the employer are undertaken - Professional development is undertaken as agreed - Hui are attended as required - 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.



<p><u>Qualifications and Experience</u></p>	<p>Qualifications:</p> <ul style="list-style-type: none"> • National Certificate in Adult Literacy and Numeracy Education (Vocational) • NZQA 4098 – Using standards to assess candidate performance • Unit Standards 11281,18203 • Formal adult learning and training qualification(s) would be of advantage • Full NZ Drivers Licence (Clean – Class 1) <p>Experience:</p> <ul style="list-style-type: none"> • Proven experience successfully delivering literacy and numeracy training • Teaching or facilitation experience, working with offenders (Department of Corrections context) <u>or</u> foundation level learners <p>Āhuatanga Māori:</p> <ul style="list-style-type: none"> • Willing to participate in cultural activities and motivated to develop an understanding of āhuatanga Māori (values, culture and tikanga) • Spoken and written te reo Māori fluency aligns with the programme being delivered with at least the ability to greet and acknowledge people in te reo Māori and pronounce Māori words correctly • Prepared to increase knowledge, understanding and everyday use of te reo and āhuatanga Māori and support other kaimahi in the same endeavour • Embraces a Māori world view underpinned by the values of Te Aroha, Te Whakapono, Ngā Ture and Kotahitanga
<p><u>Technical Skills</u></p> <p>Are the specialised skills and abilities required for a particular role</p>	<ul style="list-style-type: none"> • Excellent relationship management skills • Excellent planning and facilitation skills • Effective Speaking skills – talking to others to convey information effectively • Effective Writing skills – communicating effectively in writing as appropriate for the needs of the taurā • Knowledge of the principles and methods for curriculum and training design in the relevant subject area • Proven ability in the teaching and instruction of individuals and groups • Ability to adjust to appropriate communication styles as needed • Ability to modify approach and behaviour in respect to the cultural and/or religious values of the taurā • Sound understanding of the measurement of training effects • Sound administrative and computing skills • Intermediate user knowledge of Microsoft suite of applications (ie. Outlook, Excel, Word, Power Point) • Proven ability in monitoring and assessing performance to make improvements or take corrective action • Proven ability to record results and produce reports as required • Accurate data entry • High standard of personal appropriate presentation and willingness to comply with any dress code set by the prison regulations

Behavioural Skills and Attributes

Behavioural Competencies are the role specific behaviours and attitudes required by kaimahi (staff) to be successful in their roles

Customer Focused

Builds positive rapport with all external and internal customers. Is attentive and responsive to their needs and is proactive when finding solutions. Goes beyond expectations in providing exceptional support, advice or help. Represents Te Wānanga o Aotearoa with pride.

Communication

Clearly and confidently communicates information, ideas and concepts. Listens responsively and openly, clarifying for understanding. Effectively interprets, summarises and presents information in written and oral forms. Writes clearly, concisely and logically using language that is understood by the reader.

Drive for Results

Steers self and others to achieve or exceed results; overcomes obstacles; drives performance; and has personal commitment to excellence and a focus on attaining goals.

Integrity and Honesty

Establishes credibility and trustworthiness through appropriate actions; and is considered consistent; dependable and honest.

Organising

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.

Planning

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.

Relationship Management

Proactively develops and maintains effective internal and external relationships to facilitate the achievement of goals.

Social Perceptiveness

Awareness of others' reactions and understands why they react as they do.

Commitment

Positively motivated to work with tauira in the prison environment. Supports and values the organisations values. Adopts a culture of continuous improvement

Understanding

Senses group dynamics such as positioning, intentions and needs, what they value and how to motivate them.

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 <i>Position</i>	Kaiako Te Reo Māori (Kūkū ai te Reo and Ketekete ai te Reo)	
Uepū / Wāhanga <i>Department</i>	Innovation and Development Group	
Rohe <i>Region</i>	Te Puna Mātauranga - National	
Wāhi Mahi <i>Location</i>	Department of Corrections	
Whakatau ki <i>Reports to</i>	Team Lead – Educational Services Corrections	
Māka Pūtea <i>Salary Grade</i>	T3 - A	
Māngai Pūtea <i>Financial Delegation</i>	N/A	
Wā Roanga <i>Tenure</i>	Fixed Term	
Ngā Rōpu Whaihua <i>Functional Relationships</i>	<u>Internal</u> <ul style="list-style-type: none"> • Team Lead • ESC Administration and management • Te Puna Mātauranga and Takiwā 	<u>External</u> <ul style="list-style-type: none"> • Corrections Kaimahi • Tauira whānau (student’s families)

Pūtake Tūranga - Role Purpose

The role of the kaiako is to teach and deliver to tauira Kūkū ai te Reo (Kaupae 1) and Ketekete ai te Reo (Kaupae 2). Teaching involves but is not limited to; developing lesson plans, presenting material to tauira, responding to tauira learning needs, and evaluating tauira progress.

The role will work closely with the Department of Corrections staff to ensure successful delivery outcomes as specified.

Key Performance Indicators	Success Factors
Recruitment <ul style="list-style-type: none"> - Enrol tauira in the service who have been recruited by the individual correctional facility - Comply with Te Wānanga o Aotearoa enrolment processes - Monitor participation of tauira 	<ul style="list-style-type: none"> - Tauira are successfully enrolled in the programme within the required timeframes - Enrolment is compliant and is a seamless process for tauira - Tauira participation is encouraged in a supportive learning environment
Planning <ul style="list-style-type: none"> - Identify, develop, or implement intervention strategies, lesson plans and individualised education plans for tauira - Carry out regular formative assessment to ensure individual needs are being met - Produce a plan for successful completion of the course 	<ul style="list-style-type: none"> - Written evidence of intervention strategies with positive feedback from tauira - Planning is completed and prepared regularly and is relevant and appropriate for the tauira - Plans reflect the needs of the tauira
Delivery and Assessment <ul style="list-style-type: none"> - Promote a collaborative, inclusive and supportive learning environment - Deliver curriculum to enhance the tauira learning experience - Conduct discussions to increase tauira knowledge and competence by using appropriate tools or other relevant methods that motivate learning - Modify teaching approaches to address the needs of individuals and groups of tauira to improve academic performance - Inform Tauira of their progress and assessment requirements 	<ul style="list-style-type: none"> • Effective management of the learning environment that incorporates successful strategies to engage and motivate tauira are evident • Classes accurately reflect the current curriculum and routines are appropriate, well established and understood by all tauira • Teaching approaches, resources, technologies and learning and assessment activities are utilised that are inclusive and effective for diverse tauira • Strategies are developed and implemented that address identified learning needs to overcome barriers to learning • Lessons show variety of approaches and teaching techniques • Tauira are clear about their progress within the framework of the qualification throughout the programme • All assessments marked and results returned within appropriate timeframes and according to the guidelines in Tikanga Ako
Retention, Achievement and Graduation <ul style="list-style-type: none"> - Retain tauira for the duration of the programme - Engage and inspire tauira to encourage commitment to course completion 	<ul style="list-style-type: none"> - 77% successful course completion rate with a 72% graduation rate - Tauira have the necessary support plans in place to achieve sustainable education outcomes

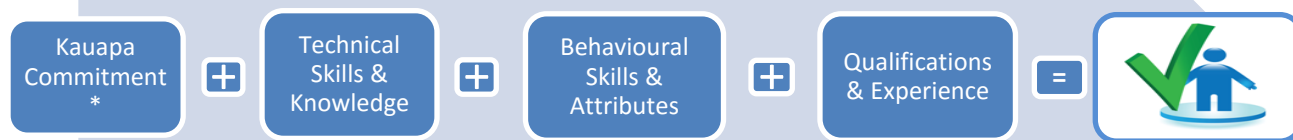
Monitoring and Reporting <ul style="list-style-type: none"> - Document, monitor and report on daily activities and progress of delivery - Utilise Literacy and Numeracy Assessment tool pre and post programme delivery 	<ul style="list-style-type: none"> - Strong reporting practices are maintained and reporting requirements adhered to as directed - Those taurira identified as Step 1 – 3 on the L&N Assessment report show some gain at the post assessment
Personal and Professional Development <ul style="list-style-type: none"> - Remain professional at all times and maintain strong personal boundaries - Maintain an attitude of continuous improvement 	<ul style="list-style-type: none"> - All induction and procedural requirements as stated by Department of Corrections are completed and complied with at all times to ensure personal safety - Regular supervision is undertaken - Incorporate ongoing quality improvement strategies and tools as directed providing feedback where appropriate - Inform manager of issues impacting on successful programme delivery
Health and Safety <ul style="list-style-type: none"> - Comply with all health, safety and wellness policy and procedures - Recognise and address circumstances to prevent unhealthy or unsafe situations - Perform any duties in a safe and responsible manner - Adhere at all times to Corrections Health and Safety policy when undertaking mahi on site - Report faults in accordance with policy - Process risk management forms and health and safety issues accordingly 	<ul style="list-style-type: none"> - Health, safety and wellness policies and procedures are adhered to and complied with - Risk minimisation assessment is completed and any identified mitigation action taken - All induction and procedural requirements as stated by Corrections and the correctional facility are completed - Zero harm while carrying out duties and programme delivery meets all safety standards as outlined in TWoA and Dept of Corrections policy and procedures - Zero harm while carrying out duties and programme delivery meets all safety standards as outlined in TWoA and Dept of Corrections policy and procedures - Faults are reported immediately to relevant personnel - Forms are completed that accurately reflect risks and health and safety issues
Other Duties <ul style="list-style-type: none"> - Operate within delegated authorities at all times - Abide by all relevant Department of Corrections Policies and Procedures while working on site - Undertake other duties as required by the employer provided the kaimahi has the required skills and qualifications - Undertake professional development as identified - Attend hui kaimahi as requested - From time-to-time all kaimahi are encouraged to engage in other activities outside their 	<ul style="list-style-type: none"> - Delegated authorities are complied with at all times - Department of Corrections Policies and Procedures are abided by at all times - Requests by the employer are undertaken - Professional development is undertaken as agreed - Hui are attended as required

assigned duties, such as (but not limited to) setting up and attending powhiri, hosting visitors, recruitment 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.

Person Specification: Kaiako (Te Ara Reo Māori – Level 2)



<p><u>Qualifications and Experience</u></p>	<p>Qualifications:</p> <ul style="list-style-type: none"> • Diploma (Level 5) qualification related to Te Reo Māori • Certificate in Adult Teaching • Unit Standards 4098,11281,18203 • Current full NZ Driver's Licence <p>Experience:</p> <ul style="list-style-type: none"> • 3+ years' experience teaching Te Reo Māori • 3+ years' experience teaching adults • Successfully working in correctional facilities in a teaching capacity <p>Āhuatanga Māori:</p> <ul style="list-style-type: none"> • Actively engages in cultural activities and has an excellent understanding of Āhuatanga Māori (values, culture and tikanga) • Fluent in spoken and written Te Reo Māori and can provide guidance and leadership in this area
<p><u>Technical Skills</u></p> <p>Are the specialised skills and abilities required for a particular role</p>	<ul style="list-style-type: none"> • 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 • Effective speaking – talking to others to convey information effectively • Effective writing – communicating effectively in writing as appropriate for the needs of the taura • Administrative and computing skills • Monitoring and assessing performance to make improvements or take corrective action
<p><u>Knowledge & Ability</u></p> <p>Are the role specific abilities and knowledge required for this position</p>	<ul style="list-style-type: none"> • Engaging with and teaching various levels of Māori language ability • Catering to a variety of learning needs • Te ao Māori me ngā āhuatanga Māori • Ngā tikanga Māori (customs and protocols) • Ngā hitori Māori • Ngā pakiwaitara • Whakapapa • Ngā iwi Māori • Dialect differences

Behavioural Skills and Attributes

Behavioural Competencies are the role specific behaviours and attitudes required by kaimahi (staff) to be successful in their roles

Approachability

Makes others feel comfortable, welcomed and at ease should they need support, help or advice. Is perceived as helpful, genuine and amicable.

Listening

Practises attentive and active listening, has the patience to hear people out and is perceived to have good rapport and reputation by others.

Time Management

Uses time effectively and efficiently; concentrates efforts on the most important priorities; and independently handles several tasks at once.

Attention to Detail

Achieves thoroughness and accuracy when accomplishing a task through concern for all the areas involved.

Planning

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.

Organising

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.

Conflict Management

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.

Creativity

Generates many new and unique ideas and ways to implement these ideas successfully; and is seen as original and value-adding in brainstorming settings.

Initiative

Is proactive and looks at improving current systems and processes, looks at things in new and better ways.

Motivating Others

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.