



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 <i>Position</i>	Kaiako - Taumata Raukura: NZ Certificate in Construction Trade Skills – Carpentry, Level 3	
Wāhanga/Aukaha <i>Department</i>	Aramātauranga	
Takiwā <i>District</i>	As confirmed in letter of offer	
Wāhi Mahi <i>Location</i>	As confirmed in letter of offer	
Whakatau ki <i>Reports to</i>	Kaiwhakahaere Ako (Manager Educational Delivery)	
Māka Pūtea <i>Salary Grade</i>	T3	
Māngai Pūtea <i>Financial Delegation</i>	N/A	
Ngā Rōpu Whaihua <i>Functional Relationships</i>	Internal Tauira (students) Takiwā kaimahi (staff within a district) Te Puna Matauranga Senior Leadership Team, including: <ul style="list-style-type: none"> • Aukaha Managers • Tauira support staff Kaiārahi (Programme Manager) and Student Registry in Te Puna Mātauranga (Head Office) Enrolled Tauira	External <ul style="list-style-type: none"> • Tauira Whanau (student's families) • Potential Tauira • Community • Iwi • Members of the public when recruiting for Tauira • Infrastructure Industry • General Public • Potential Tauira • Māori and/or Pasifika communities

Pūtake Tūranga - Role Purpose

The role of a kaiako is to teach tauira the level 3 NZ Certificate in Construction Trade Skills - Carpentry. Teaching involves but is not limited to developing lesson plans, presenting learning materials to tauira, responding to tauira learning needs, and evaluating tauira progress. Rangahau (research) is a requirement for kaiako delivering degree programmes and is encouraged for all kaiako.

Key Performance Indicators	Success Factors
Tauira Recruitment <ul style="list-style-type: none"> Recruit tauira in association with Infrastructure Industry. Market TWoA and the programme by providing and presenting programme information to potential students, organisations, and groups. Meet, interview and screen tauira. Enrol tauira. 	<ul style="list-style-type: none"> All enrolments are completed as per TWoA enrolment policy and procedures. Tauira enrolled meet minimum enrolment criteria. Targeted tauira numbers are recruited.
Delivery of the programme <ul style="list-style-type: none"> Be on time for every lesson, workshop, tutorial, noho, hui and professional development sessions Be fully prepared for each lesson/session and lesson plans have been developed in advance of lesson delivery All noho and/or wānanga are attended as required for course delivery and support 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 Plan and supervise, Field Trips e.g. Industry related manufacturers 	<ul style="list-style-type: none"> Evidence of lesson plans held. Academic programme policies and procedures are adhered to. Noho marae policies and procedures are adhered to. Retention & graduation rates are maintained as per TWoA targets. Professional development plan goals are met Positive feedback from tauira and proof of academic success in terms of retention and graduation rates Safe and timely planning of transport and catering (if applicable) etc.
Assessment and Marking <ul style="list-style-type: none"> Develop and implement assessment delivery plans Assessed tauira work is returned in the timeframes specified in the course outline 	<ul style="list-style-type: none"> All files and documentation fulfil TWoA standards, are up to date and available for audit Unit results are submitted within required timeframes
Moderation and Review <ul style="list-style-type: none"> Ensure moderation information is provided to Manager Educational Delivery and/or Akoranga as requested. Undertake programme review in association with Akoranga, Infrastructure Industry, and relevant ITO's. Communicate with tauira on their progress, in person, by phone or email. 101 posting results. 	<ul style="list-style-type: none"> All internal academic quality processes are completed in the required timeframes
Support for Tauira <ul style="list-style-type: none"> Collaborate with tauira and TWoA administration, or student support team members to determine tauira needs, developing tutoring plans, or assess tauira progress Assess tauira progress throughout tutoring sessions Teach tauira study skills and note taking skills Provide individual instructions to individuals or small groups of tauira to improve academic performance Respond to tauira learning needs 	<ul style="list-style-type: none"> Positive feedback from tauira, retention and graduation rates Positive feedback from tauira and evidence of communication with tauira Positive feedback from tauira, TWoA colleagues and Graduation rates
Administration Duties <ul style="list-style-type: none"> Maintain records of tauira assessment results, attendance registers, progress, feedback, end of course graduation rates ensuring confidentiality of all records Compliance and observance of TWoA and external agencies policies and academic / enrolment regulations Use of 101 SISS to record results and attendance progressively 	<ul style="list-style-type: none"> All tauira administration is completed in accordance with the standards set by TWoA, and submitted by due dates Enrolment and academic requirements are met in the specified time frames and as outlined in the applicable policies Accurate results and attendance is recorded in the 101 SISS system within the specified timeframes and in accordance with policy and procedural guidelines.
Health and Safety <ul style="list-style-type: none"> Follow all TWoA Health and Safety policies and procedures. 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
Perform other position-related duties as assigned. <ul style="list-style-type: none"> As determined and agreed with by Manager May be required to assist with the national roll out of the programme. Undertake other collaborative projects with Infrastructure Industry as agreed with manager. 	<p>Positive can-do attitude</p>

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 - Taumata Raukura: NZ Certificate in Construction Trade Skills - Carpentry Level 3

Minimum Qualifications and Experience
<p>Qualifications:</p> <ul style="list-style-type: none"> • Diploma Level 5 or higher qualification in carpentry (or equivalent) • Level 5 teaching qualification (preferably Adult OR Secondary Education) • National Certificate in Adult Literacy and Numeracy Level 5 (NCALNE-Voc) OR completed within 1 year of starting work • Current First Aid Certificate qualification • Current and clean full driver's licence AND Passenger Endorsement • Clean Police Record <p>Experience:</p> <ul style="list-style-type: none"> • A minimum of 2 year's experience in carpentry • A minimum of 2 year's experience in teaching Rangatahi (15-17ya) • Experience working with Māori and Tangata Pasifika people <p>Āhuatanga Māori:</p> <ul style="list-style-type: none"> • Has basic knowledge and understanding of tikanga and te reo Māori • Sound grounding in tikanga and kaupapa Māori principles and practices and application of these in particular employment situations • Has a practical understanding of concepts such as Aroha, Whakapono, Ngā Ture and Kotahitanga¹
Technical Skills - Are the specialised skills and abilities required for a particular role
<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
Knowledge & Ability: Are the role specific abilities and knowledge required for this position.
<ul style="list-style-type: none"> • Effective communication ability through the verbal and written word • Knowledge of tertiary academic programmes provision and NZQA framework. • Self-management and self-direction through the recruitment and selection processes of employment • Effective communication with people of various cultures and backgrounds. • Proficient computer skills
Behavioural Skills & Attributes: Behavioural Skills & Attributes are the role specific behaviours and attitudes required by kaimahi (staff) to be successful in their roles
<p>Approachability: 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.</p> <p>Listening skills: Gives full attention to others when they speak and takes time to understand their perspective.</p> <p>Time management: Uses his or her time effectively and efficiently; concentrates his or her efforts on the most important priorities</p> <p>Planning & Organising: The ability to identify / develop tasks, actions, processes and timetables needed to meet objectives. Shows punctuality and good time management skills.</p> <p>Conflict Management: identifies and takes steps to prevent potential situations that could result in unpleasant confrontations.</p> <p>Leadership: The ability to lead and motivate a team of people to perform the required tasks. Leadership qualities include being assertive and handling disputes</p> <p>Creativity: Generates many new and unique ideas and ways to implement these ideas successfully</p> <p>Initiative: Is proactive and looks at improving current systems and processes, looks at things in new and better ways.</p> <p>Decision Making: Making the right decision in a timely manner and even under pressure</p> <p>Creativity: Generates many new and unique ideas and ways to implement these ideas successfully; is seen as original and value-added in brainstorming settings.</p> <p>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; promotes confidence and optimistic attitudes.</p> <p>Self-Development: The ability to engage in and proactively attain the required skills, knowledge or qualifications needed to excel in this role</p> <p>Team Work: The process of working collaboratively with a group of people, in order to achieve a goal.</p>

¹ TWoA values as summarise on page 4



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).