



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)”.

<b>Tūranga</b> <i>Position</i>	<b>Educator – Early Learning Centre (ELC)</b>	
<b>Uepū / Wāhanga</b> <i>Department</i>	<b>Aramātauranga – Puna Whakatupu</b>	
<b>Takiwā / Rohe</b> <i>District</i>		
<b>Wāhi Mahi</b> <i>Location</i>		
<b>Whakatau ki</b> <i>Reports to</i>		
<b>Māka Pūtea</b> <i>Salary Grade</i>	<b>T1 – No ECE registration</b> <b>T2 – Provisional ECE registration</b> <b>T3 – Full ECE registration</b>	
<b>Māngai Pūtea</b> <i>Financial Delegation</i>	<b>N/A</b>	
<b>Wā Roanga</b> <i>Tenure</i>		
<b>Ngā Rōpu Whaihua</b> <i>Functional Relationships</i>	<u>Internal</u> <ul style="list-style-type: none"> <li>• ELC Leadership Team</li> <li>• Kaimahi within Early Learning</li> <li>• Takiwā and Uepū Leaders, Kaimahi and Sites</li> <li>• ELC Tamariki</li> </ul>	<u>External</u> <ul style="list-style-type: none"> <li>• Tamariki Whānau</li> <li>• Community</li> <li>• Iwi / Hapū</li> </ul>

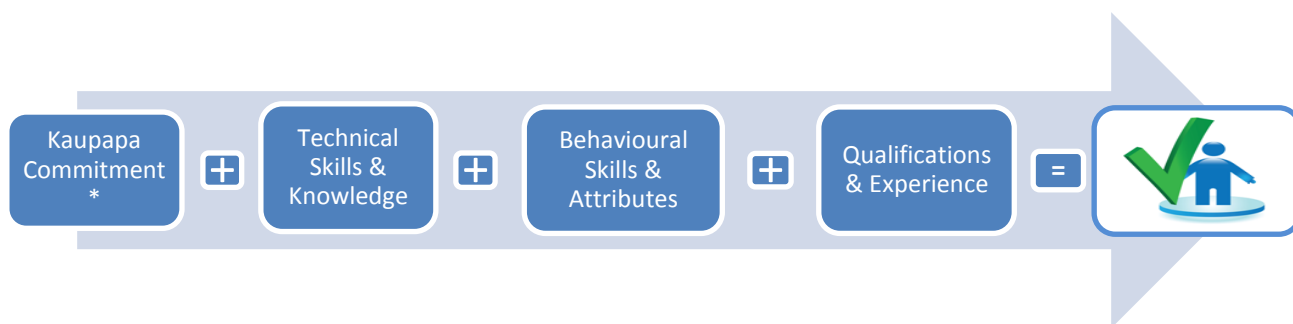
### **Pūtake Tūranga - Role Purpose**

*The primary function of the Educator ELC is to contribute to the success of the early learning centre through delivering quality education and care to tamariki, providing a safe and secure environment and meeting the needs of whānau.*

Key Performance Indicators	Success Factors
<b>Tamariki Education and Care</b> <ul style="list-style-type: none"> <li>- Deliver curriculum programmes</li> <li>- Plan curriculum delivery</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Actively engages with tamariki throughout the day</i></li> <li>• <i>Responsive to tamariki needs</i></li> <li>• <i>Progress is evidenced by tamariki profiles and is consistent with TWoA and MOE expectations</i></li> <li>• <i>Curriculum delivery caters for individual abilities, needs and interests</i></li> <li>• <i>Programme plans and materials are prepared on time and to a high standard (consistent with TWoA and MOE expectations)</i></li> <li>• <i>Active participation in staff meetings, programme planning and evaluation</i></li> </ul>
<b>Safe and Secure Environment</b> <ul style="list-style-type: none"> <li>- Undertake general housekeeping including tidying of the premises</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Regular tidying of the premises is undertaken</i></li> <li>• <i>No preventable harm to tamariki occurs from environmental conditions</i></li> </ul>
<b>Professional Development</b> <ul style="list-style-type: none"> <li>- Engage in research</li> <li>- Maintain and develop communication, training and development</li> <li>- Develop and maintain teamwork within the ELC and with the wider TWoA team</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Actively engages in post-graduate research which enhances the profile of early learning</i></li> <li>• <i>Wider community promotion of research – with manager approval</i></li> <li>• <i>Up to speed with professional development</i></li> <li>• <i>Positive relationships established with whanau</i></li> <li>• <i>Whānau are informed of tamariki progress</i></li> <li>• <i>ELC leadership team is informed of tamariki progress and any identified areas of concern</i></li> <li>• <i>Regular attendance and involvement at karakia and powhiri</i></li> <li>• <i>Seen to be an active contributor to the team</i></li> </ul>
<b>Health and Safety</b> <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>
<b>Other Duties</b> <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 powhiri, 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.*



<b><u>Qualifications and Experience</u></b>	<p><b>Qualifications:</b></p> <ul style="list-style-type: none"> <li>• Diploma in Teaching (Early Childhood Education)</li> <li>• Full ECE registration is preferred</li> <li>• Current First Aid Certificate (NZQA reported) would be of advantage</li> </ul> <p><b>Experience:</b></p> <ul style="list-style-type: none"> <li>• Proven experience working with and caring for children</li> </ul> <p><b>Āhuatanga Māori:</b></p> <ul style="list-style-type: none"> <li>• Willing to participate in cultural activities and motivated to develop an understanding of āhuatanga Māori (values, culture and tikanga)</li> <li>• Able to greet and acknowledge people in te reo Māori and pronounce Māori words correctly</li> <li>• Prepared to increase knowledge, understanding and everyday use of te reo and āhuatanga Māori and support other kaimahi in the same endeavour</li> <li>• Actively applies Te Wānanga o Aotearoa values in the workplace</li> </ul>
<b><u>Technical Skills</u></b> Are the specialised skills and abilities required for a particular role	<ul style="list-style-type: none"> <li>• Excellent relationship management skills</li> <li>• Excellent planning and facilitation skills</li> <li>• Effective Speaking skills – talking to others to convey information effectively</li> <li>• Effective Writing skills – communicating effectively in writing as appropriate for the needs of the taura</li> <li>• Knowledge of the principles and methods for curriculum and training design in the relevant subject area</li> <li>• Basic user knowledge of Microsoft suite of applications (ie. Outlook, Excel, Word, Power Point)</li> </ul>
<b><u>Behavioural Skills and Attributes</u></b> Behavioural Competencies are the role specific behaviours and attitudes required by kaimahi (staff) to be successful in their roles	<p><b>Approachability</b>          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>Building Trust</b>          Develops, maintains and strengthens partnerships with others inside and/or outside the organisation who can provide information, assistance and support. Identifies and communicates shared interests and goals.</p> <p><b>Co-operation</b>          Works co-operatively as a member of a team, proactively sharing knowledge and information.</p> <p><b>Customer Focused</b>          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 in a positive light.</p>

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

	<p><b>Dependability</b> Responsible and accountable for actions, is dependable for meeting deadlines and follows through to get things done.</p> <p><b>Flexibility</b> Works effectively within a variety of situations and with diverse individuals or groups.</p> <p><b>Initiative</b> Is proactive and looks at improving current systems and processes, looks at things in new and better ways.</p> <p><b>Organising</b> 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>Problem Sensitivity</b> Can tell when something is wrong or is likely to go wrong.</p> <p><b>Problem Solving</b> Uses a combination of logic, analysis, experience, wisdom and advanced methods to make sound and timely decisions, and to solve problems. Solves difficult problems and creates effective solutions.</p> <p><b>Team Work</b> Works collaboratively with a group of people, in order to achieve a goal.</p> <p><b>Time Management</b> Uses time effectively and efficiently; concentrates efforts on the most important priorities; and independently handles several tasks at once.</p>
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