

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>	Kairuruku - Moderation Coordination	
Uepū / Wāhanga <i>Department</i>	Akoranga	
Takiwā / Rohe <i>District</i>	Te Waenga	
Wāhi Mahi <i>Location</i>	Te Puna Mātauranga	
Whakatau ki <i>Reports to</i>	Poururuku Academic Quality, Teaching & Learning and Rangahau	
Māka Pūtea <i>Salary Grade</i>	AL7	
Māngai Pūtea <i>Financial Delegation</i>	N/A	
Wā Roanga <i>Tenure</i>	Permanent, full time	
Ngā Rōpu Whaihua <i>Functional Relationships</i>	<u>Internal</u> <ul style="list-style-type: none"> - All Poururuku and Kairuruku of Akoranga - Takiwā Kaimahi - Taumatua Quality & Assurance kaimahi 	<u>External</u> <ul style="list-style-type: none"> - Iwi / Hapū - Community - External Stakeholders - Contractors and Suppliers

Pūtake Tūranga - Role Purpose

The Kairuruku Moderation is responsible for coordinating, communicating and reporting ongoing progress and completion of TWAoA internal and external moderation responsibilities, and works closely with Akoranga programme management Kairuruku as the national moderators for their programmes.

High Level Accountabilities

- Liaise with all internal stakeholders to create the organisation's annual Internal Moderation Plan in the Online Moderation System (OMS)
- Liaise with all external standard setting bodies regarding external moderation requirements including NZQA, ITOs etc
- Liaise with external moderators as required to undertake post-assessment moderation
- Coordinate, monitor, and report the collection of assessment samples required for internal and external moderation
- Ensure sufficient samples are collected and prepared for external moderation
- Contribute to the evaluation and continuous improvement of internal moderation systems, policies and procedures.
- Ensure post-assessment moderation occurs as per schedule through regular communication with Takiwā moderation coordinator
- Monitor the effectiveness of internal moderation systems and report accordingly
- Develop, maintain and enhance positive working relationships with all internal moderation stakeholders.
- Support the facilitation of cluster moderation hui as required
- Provide moderation support as required
- Support the organisation of post assessment moderation training for kaiako (as required)

<ul style="list-style-type: none"> - Develop and maintain a network of experienced and appropriate external moderators to undertake post-assessment moderation. - Provide Monthly Moderation Updates to all stakeholders <p>Please Note: <i>High Level Accountabilities have been provided - Key Performance Indicators and Success Factors will be negotiated between kaimahi and management post appointment</i></p>	
<p>Health and Safety</p> <ul style="list-style-type: none"> - Recognise and address circumstances to prevent unhealthy or unsafe situations - Perform any manual duties in a safe and responsible manner 	<ul style="list-style-type: none"> - <i>Adherence to all safety and wellness policies and procedures.</i> - <i>Faults are reported immediately to relevant personnel</i> - <i>Zero harm while carrying out duties</i>
<p>Other Duties</p> <ul style="list-style-type: none"> - Undertake any additional duties as required by management this may include but not inclusive to the following: - 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"> - <i>Positive engagement in activities that contribute to the overall functionality and operation of Te Wānanga o Aotearoa</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.

Person Specification:

<p><u>Qualifications and Experience</u></p>	<p>Qualifications:</p> <ul style="list-style-type: none"> - NZ Certificate in Adult & Tertiary Teaching (Level 5) (or equivalent) - NZ Certificate in Adult Literacy and Numeracy Education (Level 5)– - NZ Certificate in Assessment Practice (Level 4) - Vocational/Workplace educator - Completed NZQA assessment standards 11551, 11552 and 4098 <p>Experience:</p> <ul style="list-style-type: none"> - Experience in effectively contributing to the organisational moderation of assessment in the New Zealand tertiary educator sector. - Experience in developing innovative solutions and managing strategic moderation planning and implementation processes in the New Zealand tertiary educator sector. - Experience with regulations, procedures and the implications of non-compliance in the New Zealand tertiary educator sector. <p>Āhuatanga Māori:</p> <ul style="list-style-type: none"> - Prepared to increase knowledge, understanding and everyday use of te reo and āhuatanga Maori and support other kaimahi in the same endeavour - Basic to advanced ability in te reo and ngā tikanga Māori - The ability to embrace a Māori worldview that is 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"> - Intermediate user knowledge of Microsoft suite of applications (i.e. Outlook, Excel, Word, Visio, Project and PowerPoint). - Excellent relationship management skills - Knowledge of internal and external moderation of assessment requirements in the New Zealand tertiary education sector - Highly regarded pre and post-assessment moderation and report writing skills - Working knowledge of tertiary education practice - High level ability in language and writing skills - Advanced written and oral communication skills

<p><u>Behavioural Skills and Attributes</u></p> <p>Behavioural Competencies are the role specific behaviours and attitudes required by kaimahi (staff) to be successful in their roles</p>	<p>Adaptability Adjusts behavioural style or method of approach to the needs of a situation to achieve a goal.</p> <p>Analytical Ability Analyses, investigates and interprets data, issues and situations.</p> <p>Approachability Makes others feel comfortable, welcomed and at ease should they need support, help or advice. Is perceived as helpful, genuine and amicable.</p> <p>Attention to Detail Achieves thoroughness and accuracy when accomplishing a task through concern for all the areas involved.</p> <p>Building Trust 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>Caring for Others Understands accurately and responds effectively to spoken, unspoken or partly expressed thoughts, feelings and concerns of others, including cross-cultural sensitivity.</p> <p>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.</p> <p>Co-operation Works co-operatively as a member of a team, proactively sharing knowledge and information.</p> <p>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 in a positive light.</p> <p>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.</p> <p>Expertise Has the underlying knowledge and skills necessary to perform a particular type or level of work activity. Typically reflects career-long experience in the job or occupational area.</p> <p>Flexibility Works effectively within a variety of situations and with diverse individuals or groups.</p> <p>Information Seeking Goes beyond questions that are routine or required in the job and can “scan” for potential opportunities or miscellaneous information that may be of future use.</p> <p>Initiative Is proactive and looks at improving current systems and processes, looks at things in new and better ways.</p> <p>Integrity and Honesty Establishes credibility and trustworthiness through appropriate actions; and is considered consistent; dependable and honest.</p> <p>Law and Government Obtains, understands and applies job related legislation appropriately for individuals and the organisation.</p> <p>Listening Practises attentive and active listening, has the patience to hear people out and is perceived to have good rapport and reputation by others.</p> <p>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,</p>
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	<p>anticipates road blocks and develops contingencies to redirect tasks so momentum is maintained.</p> <p>Problem Solving 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>Quality Orientation Produces high quality work and results.</p> <p>Relationship Management Proactively develops and maintains effective internal and external relationships to facilitate the achievement of work goals.</p> <p>Self-Development Expands and uses technical knowledge to help others and to improve personal capability. Can assess one's own level of development or expertise relative to their current job or as part of focussed career planning.</p> <p>Team Work Works collaboratively with a group of people, in order to achieve a goal.</p> <p>Technical Credibility Uses technical knowledge, expertise and skills to perform effectively within a specific area or function.</p> <p>Time Management Uses time effectively and efficiently; concentrates efforts on the most important priorities; and independently handles several tasks at once.</p>
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