

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>	Puna Manager	
Uepū / Wāhanga <i>Department</i>	Puna Whakatupu (ELC)	
Takiwā / Rohe <i>District</i>	Takiwā	
Wāhi Mahi <i>Location</i>	Various	
Whakatau ki <i>Reports to</i>	Lead, Puna Whakatupu	
Māka Pūtea <i>Salary Grade</i>	M5	
Māngai Pūtea <i>Financial Delegation</i>	Level 7	
Wā Roanga <i>Tenure</i>	Permanent	
Ngā Rōpu Whaihua <i>Functional Relationships</i>	<u>Internal</u> <ul style="list-style-type: none"> • Tamariki and whānau • All puna kaimahi • TWoA kaimahi 	<u>External</u> <ul style="list-style-type: none"> • Community • Iwi / hapū • Stakeholders

Pūtake Tūranga - Role Purpose

The primary purpose of the Puna Manager is to provide leadership, professional development and supervision for ELC Kaiako (Educators), Administrator and Kaitautoko, and to fulfil all management responsibilities to ensure the quality and compliant operation of the puna as required by all stakeholders. The role will ensure strategic and operational excellence with high standards of execution in delivery of care and education services to tamariki and whānau.

Key Performance Indicators	Success Factors
<p>Compliance</p> <p>Meet and maintain all compliance requirements of:</p> <ul style="list-style-type: none"> - Education (Early Childhood Services) Regulations 2008 <ul style="list-style-type: none"> o Implement the prescribed standards for regulatory licence - Licensing Criteria for Early Childhood Education & Care Services 2008 <ul style="list-style-type: none"> o Implement the day to day standards - Ministry of Education (MoE) Certificate of License <ul style="list-style-type: none"> o Represents the organisation as the nominated person to respond to the MoE on any issue related to licencing - Children's Act 2014 <ul style="list-style-type: none"> o Comply with ongoing safety check requirements for kaimahi - The Food Act 2014 <ul style="list-style-type: none"> o Monitor, support and implement the obligations under the National Programme 2 of the Food Act o Meet the food safety requirements and maintain records 	<p>All areas of the puna are legislatively compliant at all times. Kaimahi are trained in all regulations, policies, procedures and processes as required</p> <ul style="list-style-type: none"> - Minimum standards required by the regulations are evident for licencing requirements - such as ratios, qualifications, maximum numbers - Criteria are evidenced through government agency audit standards - Is able to respond to MoE as soon as practicable on any issue relating to licencing - Has authority to act on behalf of the organisation when dealing with MoE - All kaimahi are police vetted prior to commencing employment and three yearly thereafter - Risk assessments are undertaken to evaluate all information collected to assess if there is any risk to children's safety - Professional body is checked for current registration of kaimahi and whether any pertinent information is held regarding teacher practice or mandatory reports - The Puna is awarded and maintains the Food Safety Certificate
<p>Service Delivery</p> <ul style="list-style-type: none"> - Lead and promote excellent educational services to tamariki and whānau - Oversee and manage quality improvement (teaching and learning) and teaching standards - Provide oversight of educational performance and achievement of tamariki - Monitor attendance of tamariki throughout enrolment duration - Order resources to meet curriculum deliverables 	<ul style="list-style-type: none"> - The delivery of quality care and education curriculum programmes are implemented and monitored - Action plans for quality management are developed, implemented and monitored - Professional development, training and mentoring are utilised for kaimahi as required - Interventions are initiated where attendance falls below the required level - Programme resources are correct and supplied within expected timeframes

<ul style="list-style-type: none"> - Manage programme delivery in accordance with curriculum requirements - Innovate, develop and implement programme delivery - Maintain effective written and electronic records management 	<ul style="list-style-type: none"> - There are no instances of non-compliance of curriculum requirements - Continuous improvements and initiatives are encouraged, trialled and implemented - Information is stored confidentially and complies with TWoA protocols, MoE regulations and the Privacy Act
Reporting and Communication <ul style="list-style-type: none"> - Communicate appropriate business and operational updates to team members and Lead Puna Whakatupu - Update and respond to requirements of Lead Puna Whakatupu on puna operations - Utilise data to analyse the business function - Report issues (services, operational or HR) to Lead Early Puna Whakatupu and engage solutions where possible - Oversee and monitor the effective delivery of administration duties to maximise efficiencies and provide an effective service 	<ul style="list-style-type: none"> - Systems are facilitated to disseminate information that is timely and professional - Reports all relevant information and commentary on operations and administration - Data analysis is conducted and reported and ensures the business function remains productive, efficient and effective - Escalations are handled appropriately through to resolution in a timely manner - Administration function of the puna is delivered to the highest level
Puna Operations <ul style="list-style-type: none"> - Monitor programme budget and government funding - Facilitate the payment of childcare fees and implement debt collection process as necessary - Monitor and maintain all data base information including tamariki attendance, assessment information and kaimahi contact and non-contact times - Develop rosters to comply with MoE ratio requirements 	<ul style="list-style-type: none"> - Work within budget parameters in all aspects of puna operations and - Enrolments are maximised and the puna is operated within budget guidelines - All payments received are processed in a timely manner and non-payment of fees are managed according to policy - All files, data and documentation are current and meet audit standards - Rosters reflect the data entered in database and meet ratio requirements and funding levels
Relationship Management <ul style="list-style-type: none"> - Establish and manage strategic and operational relationships with external stakeholders 	<ul style="list-style-type: none"> - Productive and mutually beneficial relationships are established with key stakeholders that enhances overall delivery and stakeholder satisfaction, TWoA reputation and credibility with improved service delivery

<ul style="list-style-type: none"> - Lead the establishment and maintenance of quality internal relationships with kaimahi across TWoA - Work collaboratively with internal and external stakeholders to innovate and develop tools for tamariki success - Maintain the highest standard of personal and organisational integrity so that TWoA's reputation is positively enhanced - Act according to a clear set of ethical principles aligned with TWoA Ngā Uara and challenge behaviour which does not meet ethical standards 	<ul style="list-style-type: none"> - internal kaimahi relationships are established and maintained with demonstrated outcomes - Collaborative projects are committed to and working parties with internal and external groups are used to support and build innovative pathways - Action occurs with the full knowledge of effect on all parties and the strategic goals and outcomes for TWoA and tamariki success - Behaviours demonstrate the highest standard of personal and organisational integrity that promotes credibility of self and TWoA
<p>People Leadership</p> <ul style="list-style-type: none"> - Supervise and mentor kaiako completing teacher registration and initial teacher education - Actively lead kaimahi meetings to include program planning, assessment, evaluation (PAE) and review - Manage workforce levels (FTE and skill) to ensure talent shortages and surpluses have no impact on the delivery of a quality service - Demonstrate an appropriate level of support through clear visibility and / or accessibility to the team that enables professional decision making and effective team outcomes - Create a comfortable, positive and high performing work environment - Lead and participate in Kaimahi Ora and identify professional development plans to promote, develop and facilitate a learning culture within the team - Manage poor performance and breaches of TWoA Mana Whaiaro and Code of Conduct in conjunction with Lead Puna Whakatupu and Kiriwhanake - Role model adherence to TWoA and funder guidelines, legal compliance, policies and procedures - Lead and participate in kaimahi induction in 	<ul style="list-style-type: none"> - Kaiako Teaching Council NZ Practising Certificates are current and up to date and meet all required Teaching Standards with evidence - Meetings are held at least fortnightly and incorporate programme planning, assessment, evaluation and review and meet government agency audit standards - Workforce analysis and plans are current and contribute to effective staffing levels for talent and operational needs - Leads positive work practices, models and practises tikanga and wairuatanga Māori to support kaimahi and create opportunities with considered analysis and decision making - Team members feel motivated, valued and supported to achieve agreed objectives - Kaimahi Ora kōrero are held regularly, as determined by the Lead Puna Whakatupu, with direct reports and development is fostered by setting clear performance objectives, coaching and providing feedback, and encouraging knowledge management and skills development - Lead Puna Whakatupu and Kiriwhanake are advised of poor performance and disciplinary issues that are addressed with kaimahi at the first available opportunity in accordance with HR policies and procedures - TWoA and funder guidelines, policies and procedures are followed explicitly - All kaimahi are inducted into the service and

accordance with TWoA practice	TWoA within the agreed timeframe
Health and Safety <ul style="list-style-type: none"> - Comply with all health and safety and wellness policy and procedures - Recognise and address circumstances to prevent unhealthy or unsafe situations - Perform any manual 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 - Zero harm while carrying out duties and programme delivery meets all safety standards as outlined in 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"> - 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"> - 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.

Person Specification:

<p><u>Qualifications and Experience</u></p>	<p>Qualifications:</p> <ul style="list-style-type: none"> • Bachelor of Teaching (Early Childhood Education) • Teaching Council of New Zealand Registration and current practising certificate – full status • NZ Cert in Te Reo me tikanga Māori • Certificate in First Aid • Full NZ Drivers Licence <p>Experience:</p> <ul style="list-style-type: none"> • 2-4 years' experience in Early Learning Centre Management • 4-7 years' experience in Early Learning • 2-4 years' experience in Staff Management • 2 years' experience in Budget Management <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) • Able to understand and converse in te reo Māori (TARM level 4 or equivalent qualification) • Prepared to increase knowledge, understanding and everyday use of te reo and āhuatanga Māori and support other kaimahi in the same endeavour • Understands and is an advocate for using Te Wānanga o Aotearoa values in the workplace
<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"> • Sound knowledge of Microsoft suite of applications (ie. Outlook, Excel, Word, Power Point, Publisher) • Excellent relationship management skills • Excellent written and oral communications • Intermediate knowledge of presentation skills • Proven ability to develop and implement strategies • Sound understanding of strategy planning
<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>Critical Thinking Examines issues and ideas and then identifies a variety of assumptions and perspectives, including both for and against, good and bad.</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>Developing Others Fosters the long-term learning or development of others.</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>Effective Leadership Leads positive work practices, models and practises tikanga and wairuatanga Māori to support kaimahi and create opportunities for others.</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>Law and Government Obtains, understands and applies job related legislation appropriately for individuals and the organisation.</p> <p>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.</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>Relationship Management Proactively develops and maintains effective internal and external relationships to facilitate the achievement of work goals.</p> <p>Strategic Leadership Formulates effective plans that are consistent with TWoA strategic plan; takes a long-term view; acts as a catalyst for organisational changes; builds a shared vision with others; and influences others to translate vision into action.</p>
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