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 *Position*	**Kaiako** Te Kunenga o te Reo (Rumaki – Kaupae 4)	
Uepū / Wāhanga *Division/Department*	**Akoranga** (Educational Delivery Services)	
Takiwā *District*	As confirmed in the letter of offer	
Wāhi Mahi *Location*	As confirmed in the letter of offer	
Whakatau ki *Reports to*	**Kaiwhakahaere Ako** (Manager Educational Delivery)	
Māka Pūtea *Salary Grade*	**T3**	
Māngai Pūtea *Financial Delegation*	**N/A**	
Māngai Pūtea *Tenure*	As confirmed in the letter of offer	
Ngā Rōpū Whaihua *Functional Relationships*	Internal • Tauira (students) • Takiwā kaimahi (staff within a region) • Te Puna Mātauranga	External • Tauira whānau (students' families) • Potential tauira • Community • Iwi / hapū • Members of the public when recruiting for tauira • Industry stakeholders, as required to maintain professional currency

Pūtake Tūranga *- Role Purpose*

Kaiako is required to teach tauira Te Kunenga o te Reo (Rumaki – Kaupae 4). Teaching involves but is not limited to developing lesson plans, presenting material to tauira, responding to tauira learning needs, evaluating tauira progress and enabling tauira achievement.

Kaiako are required to be appropriately skilled and qualified to teach at TWoA. This entails a combination of being skilled in TWoA indigenous teaching practices and holding appropriate tertiary credentials to meet delivery and sector requirements.

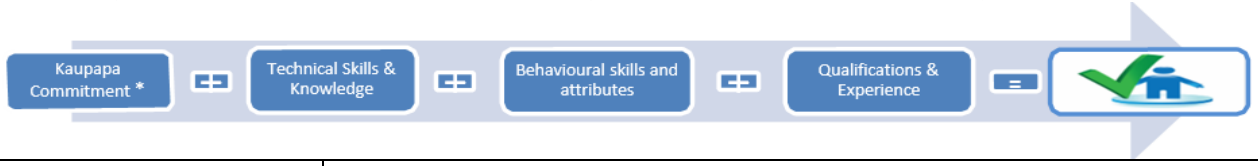
The employee shall be required to exercise all their skills and knowledge in the achievement of the position objectives and to follow any current or future procedures and policies related to achieving the objectives.

The responsibilities and expectations outlined in this position description may alter as business needs change. In addition, specific objectives and outcomes will be agreed with the upline manager on an annual basis when reviewing performance.

Key Performance Indicators	Success Factors
Tauira recruitment - Recruit tauira in accordance with marau or programme entry requirements to achieve tauira class numbers	- Achieve tauira class numbers per enrolment plan with an expectation to meet Educational Outcomes
Planning - Undertake tauira induction to TWoA - Plan learning sessions according to: tauira needs and goals; and programme delivery schedule (e.g. kaiako Directed Learning Hours per kōnae ako, tauira expectations for Activity Directed Learning) - Develop teaching materials as required to support learning - Plan and supervise tauira activities e.g. transport, Noho, Wānanga, Field Trips - Carry out regular formative assessment to ensure individual tauira needs are being met - Identify, develop, implement intervention strategies (e.g. 101 Retention Plan) or individualised education plans for tauira, in collaboration with tauira support	- Tauira surveyed will describe an appropriate induction process; and have knowledge of, and timely referral to, support services - Plans are completed in a professional and timely manner against programme delivery schedule - Evidence of quality handouts and study material that support tauira learning - Planning and supervision is completed and prepared regularly, and is appropriate for tauira - Written formative assessments identify tauira learning needs and how they are being addressed; positive tauira feedback - Written evidence of effective intervention strategies, as required; positive tauira feedback
Delivery - Promote a collaborative, inclusive and supportive learning environment based on Whanaungatanga (respectful relationships and connections), Ako (reciprocal living, learning and teaching), Aro (reflective practices) and Te Hiringa (energy that promotes inspiration and motivation) - Deliver curriculum and follow marau to enhance ako and the experience of tauira learning at TWoA - Deliver lesson plans and conduct discussions to increase tauira knowledge and competence by using relevant methods to motivate learning - Communicate with tauira on their progress - Accommodate a range of learner abilities and modify teaching approaches to address tauira individual and group needs and to support academic achievement - Demonstrate delivery of embedded and contextualized literacy and numeracy support strategies within teaching practices	- Effective management of the learning environment that incorporates successful strategies to engage and motivate tauira appropriate to TWoA, are evident - Classes accurately reflect the current curriculum and follow marau; and routines are appropriate, well established and understood by all tauira - Positive Tauira Survey feedback, meeting retention plans and completion rates - Evidence of tauira communication - Written evidence of intervention plans that address identified learning needs and support academic performance; positive tauira feedback - Positive tauira progress based on successful embedded and contextualized literacy and numeracy support strategies
Monitoring, Assessment, Reporting - Use of 101 SISS to progressively record tauira results and attendance - Assess and inform tauira of their attendance, assessment requirements and progress - Understand and engage with the moderation standards, requirements and process - Mark all assessments, retain assessments as required, and submit samples per moderation schedule according to TWoA and NZQA requirements and timeframes - Create and maintain records for activities conducted on behalf of TWoA, including tauira assessment results, attendance registers, academic progress, feedback, ensuring confidentiality of all records - Collaborate with tauira and TWoA administration, or student support team members, to determine tauira needs, develop tutoring plans, assess tauira progress, follow up on attendance that is recorded in the Retention Plan	- Accurate results and attendance are recorded in the 101 SISS system by due dates and in accordance with policy and procedures - Tauira feedback shows they are clear about their progress within the framework of the qualification/course throughout the programme - Safe and respectful handling of tauira information - All progress updates, marked assessments and results returned to tauira or archived according to TWoA and NZQA requirements and timeframes. - Timely submission of results per delivery schedule, moderation feedback completed and 100% successful moderation achieved - All tauira administration is completed in accordance with the standards set by TWoA and submitted by due dates - Contribute to and participate in all compliance initiatives upon request

Tauira Educational Outcomes - Engage and inspire tauira to complete their course - Take appropriate action to retain tauira enrolment for duration of programme - Motivate and support tauira to achieve Educational Outcomes and graduate	Achieve agreed Educational Outcomes for delivered programme, course, kōnae and unit standards
Personal & Professional Development - Undertake Kaimahi Ora conversations with upline Manager - Complete Kaiako Induction - Complete the necessary Kaiako training (e.g. Kaiako Investment Training, Te Whāriki) on programme aims, graduate outcomes and kōnae ako: curriculum/marau content, administration, materials, delivery methods, assessment, moderation and evaluation/review (Aro) - Maintain professional learning plan to achieve professional currency and other position requirements - Effective working relationship with Kairuruku to maximise delivery and quality improvement e.g. resource development, assessments, upskilling, marau/tikanga ako - Undertake Te Reo Māori Proficiency training to achieve level required for this position	- Professional learning plan is completed, maintained and is successfully undertaken, as agreed, to meet position requirements for credentials and programme delivery - Any outstanding credential requirements at start of a position must be completed within an agreed period - Level of Te Reo Māori proficiency for this position is achieved within required timeframe
Health and Safety - Adhere to all health, 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 - Report any change in status against legislative requirements e.g. Vulnerable Children's Act, Criminal History	- Comply with all health, safety and wellness policies and procedures - Risk minimisation assessment is completed and mitigation actions are under 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 - Undertake other duties as required by the employer provided the kaimahi has the required skills and qualifications - Attend hui as requested - From time-to-time all kaimahi are encouraged to engage in activities outside of their assigned duties, such as (but not limited to) setting up and attending pōhiri, participating in karakia, hosting visitors, tauira recruitment drives and supporting other kaimahi in their roles	- Requests by the employer are undertaken within required time frames to required standards - Hui are attended as required - Positive engagement in activities that contribute to the overall functionality and operation of Te Wānanga o Aotearoa - Required TWoA policies and procedures are implemented

Person Specification: Kaiako - Te Kunenga o te Reo (Rumaki – Kaupae 4)



Qualifications and Experience	**Qualifications:** • Diploma (Level 5) qualification in te reo Māori or higher • NZ Certificate in Adult Tertiary Teaching (Level 5) or equivalent • Either attest equivalence for NZQA standards required to assess and moderate this programme OR hold the NZ Certificate in Assessment Practice (L4) • Full and current NZ Driver Licence (Class 1) **Experience:** • 3+ years experience teaching full immersion te reo Māori • 3+ years experience teaching adults **Āhuatanga Māori:** • 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
Technical Skills Are the specialised skills and abilities required for a particular role	• Knowledge of principles and methods for curriculum and training design in the relevant subject area • Teaching and instruction for individuals and groups • Self-reflective practitioner • Effective speaking – talking to others to convey information effectively • Effective writing – communicating effectively in writing as appropriate for each audience • Administrative and computing skills • Monitoring and assessing performance to make improvements/corrective action
Knowledge & Ability Are the role specific abilities and knowledge required for this position	• 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 hītori 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/projects; sets clear, realistic and measureable goals; sets priorities and time parameters to accomplish tasks/projects, anticipates road blocks/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.

** Recognition and acknowledgement of TWoA's Vision, Mission, Philosophy & Values & the commitment to uphold & strengthen these through our actions and contribution*