

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 - Tikanga (Level 2)	
Uepū / Wāhanga <i>Department</i>	Innovation Development Group (IDG) - Educational Services Corrections	
Takiwā / Rohe <i>District</i>	As confirmed in the letter of offer	
Wāhi Mahi <i>Location</i>	As confirmed in the letter of offer	
Whakatau ki <i>Reports to</i>	National Manager – Education Services Corrections	
Māka Pūtea <i>Salary Grade</i>	ESC 1	
Māngai Pūtea <i>Financial Delegation</i>	N/A	
Wā Roanga <i>Tenure</i>	As confirmed in the letter of offer	
Ngā Rōpu Whaihua <i>Functional Relationships</i>	<u>Internal</u> <ul style="list-style-type: none"> • Tauira (students) • Takiwā kaimahi (staff within a region) • Te Puna Mātauranga 	<u>External</u> <ul style="list-style-type: none"> • Tauira whānau (student’s families) • Iwi / Hapū • Corrections National Office • Department of Corrections staff

Pūtake Tūranga - Role Purpose

The primary function of the Kaiako Tikanga (Level 2) is to provide specialist subject knowledge in order to deliver services that support learners within the prison environment to gain the New Zealand Certificate n Tikanga (level 2).

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.

Key Performance Indicators	Success Factors
<p>Tauira Recruitment</p> <ul style="list-style-type: none"> - Collaborate with the Correction Education Tutors and Intervention Coordinators to recruit inmate learners who meet programme entry requirements - Work closely with stakeholder to ensure a smooth enrolment process - Complete all enrolment documentation 	<ul style="list-style-type: none"> - Tauira class numbers are achieved per enrolment plan with an expectation to meet Educational Outcomes Measure 2 - Successful engagement with corrections staff, case managers and other tutors working with potential tauira - Enrolment documentation is completed in accordance with policies and procedures
<p>Planning</p> <ul style="list-style-type: none"> - Undertake tauira induction to introduce TWoA mission and values - 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. Kapa Haka for assessments - Identify, develop and implement intervention strategies (e.g. 101 Retention Plan) and / or Individualised Education Plans for tauira 	<ul style="list-style-type: none"> - Tauira surveyed will describe an appropriate induction process - Plans are completed professionally, within required timeframes and meet 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 evidence of effective intervention strategies, as required; positive tauira feedback
<p>Delivery</p> <ul style="list-style-type: none"> - 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 - Deliver lesson plans and conduct discussions to increase tauira knowledge and competence by using relevant methods to motivate learning 	<ul style="list-style-type: none"> - Strategies to manage the learning environment incorporate approaches to engage and motivate tauira appropriate to TWoA Ngā Urua - Classes accurately reflect the current curriculum and follow marau; and routines are appropriate, well established and understood by all tauira - Lesson plans are developed and a minimum of 80% of tauira provide positive feedback

<ul style="list-style-type: none"> - Communicate with tauira on their progress - Accommodate a range of learner abilities and modify teaching approaches that supports academic achievement and addresses tauira individual and group needs - Demonstrate delivery of embedded and contextualized literacy and numeracy support strategies within teaching practices 	<ul style="list-style-type: none"> - Regular tauira communication is evidenced and aligns with TWoA protocols - Identified learning needs are supported through written intervention plans that address and support academic performance - Positive tauira progress based on successful embedded and contextualized literacy and numeracy support strategies
<p>Monitoring, Assessment, Reporting</p> <ul style="list-style-type: none"> - Use of 101 SISS to progressively record tauira results and attendance - Assess and inform tauira of their attendance, assessment requirements (including attestations forms if necessary) and progress - Understand and engage with the moderation standards, requirements and process - Undertake regular formative assessment to ensure unit standard completion - 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, to determine tauira needs, develop tutoring plans, assess tauira progress, follow up on attendance that is recorded in the Retention Plan - Maintain strong reporting practices 	<ul style="list-style-type: none"> - 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 assessments marked and results returned within appropriate timeframes - 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 - Document, monitor and report on daily activities and progress of delivery as required
<p>Tauira Educational Outcomes</p> <ul style="list-style-type: none"> - Engage and inspire tauira to complete their course - Take appropriate action to retain tauira enrolment for duration of programme 	<ul style="list-style-type: none"> - Achieve agreed Educational Outcomes for delivered programme, course, kōnae and unit standards - Evidence of intervention strategy implementation (if required)

<ul style="list-style-type: none"> - Motivate and support tauira to achieve Educational Outcomes and graduate 	<ul style="list-style-type: none"> - Learning is motivated through the use of appropriate methods that leads to graduation
<p>Personal & Professional Development</p> <ul style="list-style-type: none"> - Undertake Kaimahi Ora conversations with upline Manager - Complete Kaiako Induction with TWoA and Corrections - Complete all 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 	<ul style="list-style-type: none"> - Professional learning plan is completed, maintained and is successfully undertaken, as agreed, to meet position requirements for credentials and programme delivery - All induction is completed as required - Professional development is discussed and agreed thought Kaimahi Ora kōrero and completed as required - Outstanding credential requirements are completed within an agreed period
<p>Quality Improvement</p> <ul style="list-style-type: none"> - Inform Team Lead / National Manager of issues impacting on successful programme delivery - Provide programme and delivery feedback where appropriate - Provide quality assurance information as required - Attend meetings as and when required 	<ul style="list-style-type: none"> - Continuous improvement is employed to provide smarter, faster better ways of providing value add services - Programme delivery is not affected by preventable issues - Relevant and appropriate information is shared as required - Scheduled meets are attended as required
<p>Relationship Management</p> <ul style="list-style-type: none"> - Establish and manage operational relationships with external stakeholders and kaimahi to support partnerships - Establish and maintain quality internal relationships with kaimahi across TWoA - Work collaboratively with internal and external stakeholders to innovate and develop tools for tauira success - Maintain the highest standard of personal and organisational integrity so that TWoA's reputation is positively enhanced 	<ul style="list-style-type: none"> - Leverage these partnerships to achieve operational objectives that enhances overall delivery and stakeholder satisfaction, TWoA reputation and credibility with improved service delivery - 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 tauira success

<ul style="list-style-type: none"> - 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"> - Behaviours demonstrate the highest standard of personal and organisational integrity that promotes credibility of self and TWoA
Health and Safety <ul style="list-style-type: none"> - Comply with 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 	<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"> • Diploma in Mātauranga Māori (Level 5) or in a related subject • Diploma 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's Licence (Class 1) <p><i>In exceptional circumstances, when kaiako do not hold an adult teaching qualification they must complete this in their first year of employment</i></p> <p>Experience:</p> <ul style="list-style-type: none"> • 3+ years' experience working with iwi, hapu or marae projects • 3+ years' experience teaching adults <p><i>Whilst teaching experience is highly valued at TWoA, newly qualified Kaiako / Tutors with the relevant qualifications but with no or limited previous teaching experience will also be considered for employment</i></p> <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) • Fluent in spoken and written te reo Māori and can provide guidance and leadership in this area • 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"> • 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 <p>Proficient knowledge and understanding of:</p> <ul style="list-style-type: none"> • Cultural concepts associated within contexts where tikanga are practiced • Tikanga concepts to explain relationship to the physical world • A range of te reo Māori structures and tikanga practices • Working collaboratively to carry out a range of tikanga practices and concepts. • Hapū / Iwi development

	<ul style="list-style-type: none"> • Whakawhanaungatanga • Māori values and belief systems • Whakaaro Māori as expressed in ngā korero o neherā and whakatauki (stories, proverbs and songs, past and present) • Pōwhiri and whakatau
<p><u>Behavioural Skills and Attributes</u></p> <p>Behavioural</p> <p>Competencies are the role specific behaviours and attitudes required by kaimahi (staff) to be successful in their roles</p>	<p>Approachability</p> <p>Makes others feel comfortable, welcomed and at ease should they need support, help or advice. Is perceived as helpful, genuine and amicable.</p> <p>Building Trust</p> <p>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>Conflict Management</p> <p>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>Creativity</p> <p>Generates many new and unique ideas and ways to implement these ideas successfully; and is seen as original and value-adding in brainstorming settings.</p> <p>Critical Thinking</p> <p>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</p> <p>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>Listening</p> <p>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>Motivating Others</p> <p>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.</p> <p>Organising</p> <p>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>Planning</p>

	<p>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, anticipates road blocks and develops contingencies to redirect tasks so momentum is maintained.</p> <p>Time Management Uses time effectively and efficiently; concentrates efforts on the most important priorities; and independently handles several tasks at once.</p>
--	---