



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> Position	<b>Kaiako</b> (Tutor) Certificate in Rongoā Māori Appreciation Level 4	
<b>Wāhanga</b> Department	Delivery	
<b>Rohe</b> Region		
<b>Wāhi Mahi</b> Location		
<b>Whakatau ki</b> Reports to	Kaiwhakahaere Ako	
<b>Māka Pūtea</b> Salary Grade (T2, T3, T4, T5)	PR1	
<b>Māngai Pūtea</b> Financial Delegation	N/A	
<b>Ngā Rōpu Whaihua</b> Functional Relationships	<b><u>Internal</u></b>  Tauira (students) Rohe kaimahi (staff within a region) Te Puna Mātauranga	<b><u>External</u></b>  Tauira whānau (students' families) Potential tauira Community Iwi / hapū Members of the public when recruiting for tauira

### Pūtake Tūranga - Role Purpose

The role of this kaiako is to teach tauira the certificate in Rongoā Māori Appreciation (Level 4). Teaching involves but is not limited to developing lesson plans, presenting material to tauira, responding to tauira learning needs and evaluating tauira progress. Rangahau (research) is encouraged for all kaiako.

Key Performance Indicators	Success Factors
Recruit for taura in order to achieve taura class numbers. Taura engagement checklist must be complete	Achievement of class numbers and retention once classes have started
Plan for tutoring sessions according to taura needs and goals	Plans are completed in a professional and timely manner
Identify, develop or implement intervention strategies, lesson plans or individualised education plans for taura	Written evidence of intervention strategies and positive feedback from taura
Develop learning materials such as handouts and study materials as required to support learning	Evidence of quality handouts and study material
Present plans and conduct discussions to increase taura knowledge and competence by using relevant visual aids, video tapes, music, tools or other relevant methods that motivate learning	Positive feedback from taura, retention and graduation rates
Communicate with taura on their progress, in person, by phone or email Moodle. 101 posting results.	Positive feedback from taura and evidence of communication with taura
Collaborate with taura and TWoA administration or student support team members to determine taura needs, developing tutoring plans or assess taura progress	Positive feedback from taura, TWoA colleagues and graduation rates
Assess taura progress throughout tutoring sessions <ul style="list-style-type: none"> <li>Teach taura study skills and note taking skills</li> <li>Provide individual instructions to individuals or small groups of taura to improve academic performance</li> </ul>	Positive feedback from taura and proof of academic success in terms of retention and graduation rates
Plan and supervise Noho and Wānanga.	Safe and timely planning of transport, catering of noho, wānanga and field trips
Maintain records of taura assessment results, attendance registers, progress, feedback and end of course graduation rates ensuring confidentiality of all records	All taura administration is completed in accordance with the standards set by Te Wānanga o Aotearoa (TWoA) and submitted by due dates
Compliance and observance of TWoA and external agencies policies and academic / enrolment regulations	Enrolment and academic requirements are met in the specified time frames and as outlined in the applicable policies
Use of 101 SISS to record results and attendance progressively	Accurate results and attendance are recorded in the 101 SISS system within the specified timeframes and in accordance with policy and procedural guidelines.
Other duties as assigned 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.	Positive engagement in activities that contribute to the overall functionality and operation of Te Wānanga o Aotearoa.
Recognise and address circumstances to prevent unhealthy or unsafe situations	<ul style="list-style-type: none"> <li>Adherence to all Safety and Wellness policies and procedures.</li> <li>Faults are reported immediately to relevant personnel</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.*

## Minimum Qualifications and Experience

### Qualifications:

- A qualification equivalent to a diploma in the related field of Rongoā or Hauora Māori: AND
- Level 5 teaching qualification (Preferably Adult)

### Experience:

- Minimum 3 years' experience teaching
- Minimum 3 years' experience using traditional Māori healing methods or other relevant work related to Rongoā Māori

*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.*

### Āhuatanga Māori:

- Have an excellent understanding of āhuatanga Māori (Māori values), Tikanga Māori (protocols & practices) and culture;
- Proficient in te reo Māori (desirable)

## Person Specification : Kaiako - Certificate in Rongoā Māori Appreciation Level 4



<b><u>Technical Skills</u></b> Are the specialised skills and abilities required for a particular role	<i>Knowledge of principles and method for curriculum and training design in the relevant subject area</i> <i>Teaching and instruction for individuals and groups</i> <i>Measurement of training effects</i> <i>Effective speaking - talking to others to convey information effectively</i> <i>Effective writing – communicating effectively in writing as appropriate for the needs of the taura</i> <i>Administrative and computing skills</i> <i>Monitoring and assessing performance to make improvements or take corrective action</i>				
<b><u>Knowledge &amp; Ability</u></b> Are the role specific abilities and knowledge required for this position	<ul style="list-style-type: none"> <li>• <i>Noho Marae protocol</i></li> <li>• <i>Origins, cultural principles and practices surrounding Rongoā Māori</i></li> <li>• <i>Indigenous plant species including:</i> <ul style="list-style-type: none"> <li>○ <i>Identification</i></li> <li>○ <i>Classification</i></li> <li>○ <i>Health and Safety</i></li> <li>○ <i>Kaitiakitanga</i></li> </ul> </li> </ul>				
<b><u>Behavioural Skills &amp; Attributes</u></b> Behavioural Skills & Attributes are the role specific behaviours and attitudes required by kaimahi (staff) to be successful in their roles	<table border="1"> <tr> <td data-bbox="355 1064 938 1435"> <b><u>Creating and Maintaining Quality Spaces</u></b>  <b>Approachability:</b> <i>Puts others at ease by initiating rapport, listen, and shares, understands and shows genuine empathy when dealing with others. People seek out to request support and advice as they are highly trusted and considered as supportive, genuine and caring.</i>  <b>Listening skills:</b> <i>Gives full attention to others when they speak and takes time to understand their perspective.</i> </td><td data-bbox="938 1064 1540 1435"> <b><u>Leadership &amp; Responsible Stewardship</u></b>  <b>Time management:</b> <i>Uses his or her time effectively and efficiently; concentrates his or her efforts on the most important priorities</i>  <b>Planning &amp; Organising:</b> <i>The ability to identify / develop tasks, actions, processes and timetables needed to meet objectives. Shows punctuality and good time management skills.</i>  <b>Conflict Management:</b> <i>Identifies and takes steps to prevent potential situations that could result in unpleasant confrontations.</i> </td></tr> <tr> <td data-bbox="355 1435 938 1729"> <b><u>Reciprocal Responsibilities</u></b>  <b>Creativity:</b> <i>Generates many new and unique ideas and ways to implement these ideas successfully</i>  <b>Initiative:</b> <i>Is proactive and looks at improving current systems and processes, looks at things in new and better ways.</i> </td><td data-bbox="938 1435 1540 1729"> <b><u>Holistic Wellbeing</u></b>  <b>Motivating Others:</b> <i>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; promotes confidence and optimistic attitudes.</i> </td></tr> </table>	<b><u>Creating and Maintaining Quality Spaces</u></b> <b>Approachability:</b> <i>Puts others at ease by initiating rapport, listen, and shares, understands and shows genuine empathy when dealing with others. People seek out to request support and advice as they are highly trusted and considered as supportive, genuine and caring.</i> <b>Listening skills:</b> <i>Gives full attention to others when they speak and takes time to understand their perspective.</i>	<b><u>Leadership &amp; Responsible Stewardship</u></b> <b>Time management:</b> <i>Uses his or her time effectively and efficiently; concentrates his or her efforts on the most important priorities</i> <b>Planning &amp; Organising:</b> <i>The ability to identify / develop tasks, actions, processes and timetables needed to meet objectives. Shows punctuality and good time management skills.</i> <b>Conflict Management:</b> <i>Identifies and takes steps to prevent potential situations that could result in unpleasant confrontations.</i>	<b><u>Reciprocal Responsibilities</u></b> <b>Creativity:</b> <i>Generates many new and unique ideas and ways to implement these ideas successfully</i> <b>Initiative:</b> <i>Is proactive and looks at improving current systems and processes, looks at things in new and better ways.</i>	<b><u>Holistic Wellbeing</u></b> <b>Motivating Others:</b> <i>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; promotes confidence and optimistic attitudes.</i>
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\* *Kaupapa Commitment is the recognition and acknowledgement of TWoA's Vision, Mission, Philosophy and Values (see page 4) and the commitment to uphold, maintain and strengthen these through our actions and contributions*



Te Wānanga o Aotearoa

Te Wānanga o Aotearoa is one of New Zealand's largest tertiary education providers. We offer a comprehensive range of certificate to degree level qualifications to New Zealanders of all ages and walks of life.

Operating from over 80 locations throughout the country, we provide a unique learning environment. We aim to overcome barriers to learning, and to meet the needs of all within the communities we serve.

Guided by Māori principles and values, we take great pride in this nurturing and inclusive learning environment, as well as the depth and diversity of our courses in small business, computing, social work, teaching, Māori performing arts and te reo Māori.

Te Wānanga o Aotearoa has provided a fresh and vibrant alternative within the New Zealand tertiary education sector for 30 years, enhancing the skills and employment opportunities of more than 50,000 graduates.

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#### **Ko te Uaratanga – Our Mission**

Tauira success

Everything we do focusses on contributing to greater success for our tauira.

#### **Ko te Whakakitenga – Our Vision:**

Whānau transformation through education

We aspire to the collective success of our tauira, their whānau and communities

#### **Ko Ngā Uara – Our Values**

Our values of Te Aroha, Te Whakapono, Ngā Ture and Kotahitanga are embedded in and woven through the actions we take to achieve successful outcomes for our tauira. Tauira success is what underpins our success as an organisation. Te Wānanga o Aotearoa defines its values as follows:

<b>Te Aroha:</b>	Having regard for one another and those for whom we are responsible and to whom we are accountable.
<b>Te Whakapono:</b>	The basis of our beliefs and the confidence that what we are doing is right.
<b>Ngā Ture:</b>	The knowledge that our actions are morally and ethically right and that we are acting in an honourable manner.
<b>Kotahitanga:</b>	Unity amongst iwi and other ethnicities; standing as one

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