



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)”.

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| <b>Tūranga</b><br><i>Position</i>                          | <b>Kaiako – Literacy and Numeracy Support Services (LNSS)</b>   |  |
| <b>Uepū / Wāhanga</b><br><i>Department</i>                 | <b>Innovation and Development Group<br/>Educational Services Corrections</b>  |  |
| <b>Takiwā / Rohe</b><br><i>District</i>                    | <b>Te Puna Mātauranga - National</b>  |  |
| <b>Wāhi Mahi</b><br><i>Location</i>                        | <b>Department of Corrections Property</b>   |  |
| <b>Whakatau ki</b><br><i>Reports to</i>                    | <b>Team Lead – Educational Services Corrections</b>   |  |
| <b>Māka Pūtea</b><br><i>Salary Grade</i>                   | <b>ESC1</b>   |  |
| <b>Māngai Pūtea</b><br><i>Financial Delegation</i>         | <b>N/A</b>  |  |
| <b>Wā Roanga</b><br><i>Tenure</i>                          | <b>As per Letter of Offer</b>   |  |
| <b>Ngā Rōpū Whaihua</b><br><i>Functional Relationships</i> | <u>Internal</u> <ul style="list-style-type: none"> <li>• Kaimahi within IDG</li> <li>• Takiwā Management and Kaimahi</li> <li>• Tauira</li> </ul> | <u>External</u> <ul style="list-style-type: none"> <li>• Whānau and Supporters</li> <li>• Iwi / Hapū</li> <li>• Pasifika Elders</li> <li>• Community</li> <li>• Department of Corrections staff</li> </ul> |

#### **Pūtake Tūranga - Role Purpose**

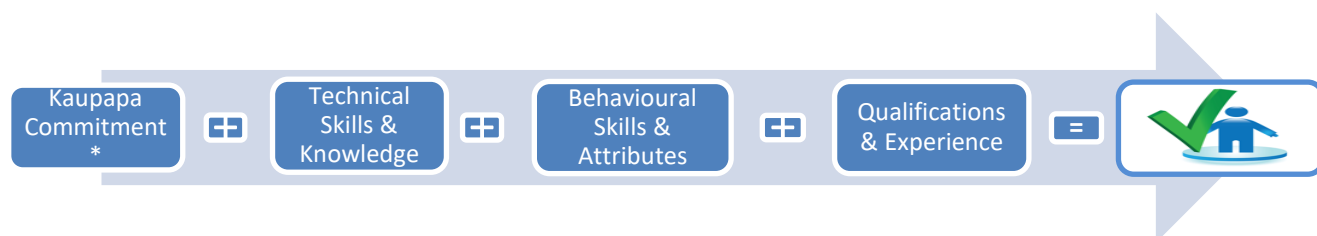
The primary function of the Kaiako LNSS is to provide specialist subject knowledge in order to deliver Literacy and Numeracy support services that support learners within the prison environment to gain appropriate literacy and numeracy skills, life skills and vocational skills to enable them to pathway into further education.

| Key Performance Indicators   | Success Factors   |
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| <b>Recruitment</b> <ul style="list-style-type: none"> <li>- Support corrections staff in the identification of tauira requiring literacy and numeracy support</li> <li>- Work closely with stakeholders to ensure a smooth enrolment process</li> <li>- Complete all enrolment documentation</li> </ul>  | <ul style="list-style-type: none"> <li>• Tauira are successfully identified and enrolled within accepted timeframes</li> <li>• Successful engagement with corrections staff, case managers and other tutors working with potential tauira</li> </ul>  |
| <b>Assessment &amp; Planning</b> <ul style="list-style-type: none"> <li>- Ensure Tauira are informed of assessment requirements</li> <li>- Undertake regular formative assessment to ensure unit standard completion</li> <li>- Provide reassessment opportunities</li> <li>- Develop individual learning plans ensuring successful completion of unit standards and programme requirements</li> </ul> | <ul style="list-style-type: none"> <li>• Tauira understand the requirements of each unit standard</li> <li>• All assessments marked and results returned within appropriate timeframes</li> <li>• Tauira are informed of their progress throughout the duration of the programme</li> <li>• Individual learning plans have been implemented for tauira and successfully completion of unit standards and or programme requirements</li> </ul> |
| <b>Retention, Achievement and Graduation</b> <ul style="list-style-type: none"> <li>- Foster the full engagement of Tauira throughout the duration of the programme (within your control)</li> <li>- Develop teaching materials as required to support learning</li> <li>- Motivate learning through the use of appropriate methods (eg. Visual aids, games, tools etc)</li> </ul>                     | <ul style="list-style-type: none"> <li>• Positive feedback from tauira</li> <li>• Proof of academic success in retention and graduation rates</li> <li>• Evidence of intervention strategy implementation (if required)</li> <li>• Evidence of quality of teaching materials</li> </ul>   |
| <b>Monitoring and Reporting</b> <ul style="list-style-type: none"> <li>- Maintain strong reporting practices as and when required</li> <li>- Utilise Literacy and Numeracy Assessment Tool pre and post delivery</li> </ul>  | <ul style="list-style-type: none"> <li>• Document, monitor and report on daily activities and progress of delivery as required</li> <li>• Report and adhere to all requirements of reporting as directed</li> <li>• Those tauira identified on the L&amp;N Assessment reporting to be at Step 1 – 3 show some gain at the post assessment</li> </ul>  |
| <b>Personal and Professional Development</b> <ul style="list-style-type: none"> <li>- Perform any duties in a safe and responsible manner</li> <li>- Remain professional at all times and maintain strong personal boundaries</li> </ul>   | <ul style="list-style-type: none"> <li>• All induction and procedural requirements as stated by Corrections and the prison are completed and adhered to</li> <li>• Professional development activities are undertaken with all requirements met</li> </ul>  |

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| <b>Quality Improvement</b> <ul style="list-style-type: none"> <li>- Inform the Regional Manager of issues impacting on successful programme delivery</li> <li>- Provide programme and delivery feedback where appropriate</li> <li>- Provide quality assurance information as required</li> <li>- Attend meetings as and when required</li> </ul>  | <ul style="list-style-type: none"> <li>• Continuous improvement is employed to provide smarter, faster better ways of providing value add services</li> <li>• Programme delivery is not affected by preventable issues</li> </ul>   |
| <b>Health and Safety</b> <ul style="list-style-type: none"> <li>- Comply with all health, safety and wellness policy and procedures</li> <li>- Recognise and address circumstances to prevent unhealthy or unsafe situations</li> <li>- Adhere at all times to Corrections Health and Safety policy when undertaking mahi on site.</li> <li>- Perform any duties in a safe and responsible manner</li> <li>- Report faults in accordance with policy</li> <li>- Process risk management forms and health and safety issues accordingly</li> </ul>  | <ul style="list-style-type: none"> <li>- Health, safety and wellness policies and procedures are adhered to and complied with</li> <li>- Risk minimisation assessment is completed and any identified mitigation action taken</li> <li>- All induction and procedural requirements as stated by Corrections and the correctional facility are followed</li> <li>- Zero harm while carrying out duties and programme delivery meets all safety standards as outlined in TWoA and Dept of Corrections policy and procedures</li> <li>- Faults are reported immediately to relevant personnel</li> <li>- Forms are completed that accurately reflect risks and health and safety issues</li> </ul> |
| <b>Other Duties</b> <ul style="list-style-type: none"> <li>- Operate within delegated authorities at all times</li> <li>- Abide by all relevant Department of Corrections Policies and Procedures while working on site</li> <li>- Undertake other duties as required by the employer provided the kaimahi has the required skills and qualifications</li> <li>- Undertake professional development as identified</li> <li>- Attend hui kaimahi as requested</li> <li>- 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</li> </ul> | <ul style="list-style-type: none"> <li>- Delegated authorities are complied with at all times</li> <li>- Department of Corrections Policies and Procedures are abided by at all times</li> <li>- Requests by the employer are undertaken</li> <li>- Professional development is undertaken as agreed</li> <li>- Hui are attended as required</li> <li>- Positive engagement in activities that contribute to the overall functionality and operation of Te Wānanga o Aotearoa</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.*



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| <p><b><u>Qualifications and Experience</u></b></p>   | <p><b>Qualifications:</b></p> <ul style="list-style-type: none"> <li>• National Certificate in Adult Literacy and Numeracy Education (Vocational)</li> <li>• NZQA 4098 – Using standards to assess candidate performance</li> <li>• Unit Standards 11281,18203</li> <li>• Formal adult learning and training qualification(s)</li> <li>• Full NZ Drivers Licence (Clean – Class 1)</li> </ul> <p><b>Experience:</b></p> <ul style="list-style-type: none"> <li>• Proven experience successfully delivering literacy and numeracy training</li> <li>• Teaching or facilitation experience, working with offenders (Department of Corrections context) <u>or</u> foundation level learners</li> </ul> <p><b>Āhuatanga Māori:</b></p> <ul style="list-style-type: none"> <li>• Willing to participate in cultural activities and motivated to develop an understanding of āhuatanga Māori (values, culture and tikanga)</li> <li>• Spoken and written te reo Māori fluency aligns with the programme being delivered with at least the ability to greet and acknowledge people in te reo Māori and pronounce Māori words correctly</li> <li>• Prepared to increase knowledge, understanding and everyday use of te reo and āhuatanga Māori and support other kaimahi in the same endeavour</li> <li>• Embraces a Māori world view underpinned by the values of Te Aroha, Te Whakapono, Ngā Ture and Kotahitanga</li> </ul> |
| <p><b><u>Technical Skills</u></b></p> <p>Are the specialised skills and abilities required for a particular role</p> | <ul style="list-style-type: none"> <li>• Excellent relationship management skills</li> <li>• Excellent planning and facilitation skills</li> <li>• Effective Speaking skills – talking to others to convey information effectively</li> <li>• Effective Writing skills – communicating effectively in writing as appropriate for the needs of the taurā</li> <li>• Knowledge of the principles and methods for curriculum and training design in the relevant subject area</li> <li>• Proven ability in the teaching and instruction of individuals and groups</li> <li>• Ability to adjust to appropriate communication styles as needed</li> <li>• Ability to modify approach and behaviour in respect to the cultural and/or religious values of the taurā</li> <li>• Sound understanding of the measurement of training effects</li> <li>• Sound administrative and computing skills</li> <li>• Intermediate user knowledge of Microsoft suite of applications (ie. Outlook, Excel, Word, Power Point)</li> <li>• Proven ability in monitoring and assessing performance to make improvements or take corrective action</li> <li>• Proven ability to record results and produce reports as required</li> <li>• Accurate data entry</li> <li>• High standard of personal appropriate presentation and willingness to comply with any dress code set by the prison regulations</li> </ul>                             |

## **Behavioural Skills and Attributes**

Behavioural Competencies are the role specific behaviours and attitudes required by kaimahi (staff) to be successful in their roles

### **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 with pride.

### **Communication**

Clearly and confidently communicates information, ideas and concepts. Listens responsively and openly, clarifying for understanding. Effectively interprets, summarises and presents information in written and oral forms. Writes clearly, concisely and logically using language that is understood by the reader.

### **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.

### **Integrity and Honesty**

Establishes credibility and trustworthiness through appropriate actions; and is considered consistent; dependable and honest.

### **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.

### **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, anticipates road blocks and develops contingencies to redirect tasks so momentum is maintained.

### **Relationship Management**

Proactively develops and maintains effective internal and external relationships to facilitate the achievement of goals.

### **Social Perceptiveness**

Awareness of others' reactions and understands why they react as they do.

### **Commitment**

Positively motivated to work with tauira in the prison environment. Supports and values the organisations values. Adopts a culture of continuous improvement

### **Understanding**

Senses group dynamics such as positioning, intentions and needs, what they value and how to motivate them.