Aro tūranga
Position Description

A wānanga as provided under section 398D of the Education and Training Act 2023, is characterised by "Māori, and have been instrumental in establishing; a wide diversity of teaching and intellectual endeavour that is closely interdependent; associated with higher learning; and are kaitiaki of mātauranga Māori, te reo Māori, and tikanga Māori within the tertiary education sector. A wānanga positions themselves within the networks of indigenous tertiary institutions across the world and contribute to the setting of international indigenous standards of teaching and intellectual endeavours".

Programme Development Advisor

location	**Uepū / Wāhanga** *Department*	Taumatua
	Takiwā / Rohe *District*	Te Puna Manaaki
	Wāhi Mahi *Location*	Te Awamutu
Reporting & remuneration	**Whakatau ki** *Reports to*	Poururuku, Curriculum Development
	Māka Pūtea *Salary Grade*	Level 7
	Māngai Pūtea *Financial Delegation*	n/a
	Wā Roanga *Tenure*	As per letter of offer
Stakeholders	**Ngā Rōpu Whaihua** *Functional Relationships*	*Internal* • Kaiako • Tauira • Kaimahi within Ako & Taumatua • Kaimahi within other uepū • Takiwā Managers • Cultural Leaders *External* • Iwi / Hapū • Community

		• Subject Matter Experts • Industry and relevant government departments i.e. NZQA, Teacher's Council and other professional bodies.
purpose	***Pūtake Tūranga** - Role Purpose*	The primary purpose of the Programme Development Advisor is to support the Programme Developer to ensure programme development is of high quality, and has undergone a process of due diligence by engaging with relevant internal and external stakeholders and supporting the programme development team to develop a robust programmes that aligns with Te Wānanga o Aotearoa values and strategic objectives.

Key Performance Indicators	Success Factors
Stakeholder Engagement	
- Source and coordinate hui with existing and new stakeholders (internal and external) to gather their perspective on TWoA's proposed programme provision and potential partnerships. - Source and coordinate hui with existing and new stakeholders (i.e. subject matter experts) to gather their perspective on TWoA's direction for the content and kaupapa of the proposed programme.	- Hui are productively held and feedback received on proposed programme provision, and potential partnerships.
- Create and maintain relationships with both internal and external stakeholders including community, iwi, schools, kaiako, specialists and employers.	-Stronger relationships are maintained
- Document all hui sessions and summarise key themes gathered from stakeholder conversations.	-Minutes are taken and saved.
- Support the programme developer to coordinate online surveys and focus-group surveys with relevant stakeholders.	-Support is provided to complete surveys.
Curriculum and Resource Design	
- Contribute to the design of the curriculum and assessment materials.	-Curriculum and assessment materials are designed.
- Contribute to the creation of relevant resource materials required for a new and existing programmes. programme (eg. sourcing relevant readings/visual resources, uploading content online).	-Relevant resource materials are created.
- Undertake rangahau (i.e. literature review) that supports the development of a new programme.	-Rangahau conducted to support development of relevant programme.

- Contribute to the preparation of reports on the progress of programme development and redevelopment.	-Progress reports are prepared relating to the relevant programme.
-Attend TWoA academic committees as required to present new and redeveloped programmes.	-Programmes are presented to the relevant TWoA academic committees.

Knowledge and Research

- Develop and maintain current knowledge of teaching and learning resource development practices and associated tools for teaching and learning.	-Methodologies and resources for teaching and learning are developed.
- Develop and maintain current knowledge of curriculum philosophy and practice (i.e. Education Policies, Codes and Standards etc.).	-Curriculum philosophy and practice knowledge are maintained, if not developed.
- Develop and utilise skills in curriculum and resource design (i.e. InDesign, NVivo, iAkoranga/Akorau etc.).	-Resource design are improved and utilized.

Kaupapa Matua

Te Wānanga o Aotearoa has a unique history and operating context. Te Kaupapa Matua o Te Wānanga o Aotearoa tells our history, guides our future and shapes the unique identity of our wānanga. There is therefore an expectation that kaimahi; • Actively familiarise themselves with Te Kaupapa Matua o Te Wānanga o Aotearoa and how this shapes and informs our actions • Uphold Te Wānanga o Aotearoa Values and Te Kaupapa Matua o Te Wānanga o Aotearoa.	• Able to articulate the history, evolution and unique context of Te Wānanga o Aotearoa • Actions of kaimahi are aligned with Te Wānanga Aotearoa values and Te Kaupapa Matua o Te Wānanga o Aotearoa. • Values and Te Kaupapa Matua o Te Wānanga are applied in a manner that protects the mana of Te Wānanga o Aotearoa its vision, mission, and philosophy

Kaimahi Experience

• Encourage and foster a productive environment that benefit all kaimahi. • Effectively utilise technology and automation, when possible, to provide streamlined access to capabilities and insights that positively impact the day-to-day mahi. • Support kaimahi experience and ensure that employees feel connected, empowered, well-informed and have great experiences at mahi. • Stay abreast to current trends and developments to support and nurture kaimahi experience.	• Kaimahi are listened to and valued when communicated

Health and Safety

• Comply with all health, safety and wellness policy and procedures • Recognise and address circumstances to prevent unhealthy or unsafe situations	• Health, safety and wellness policies and procedures are adhered to and complied with • Risk minimisation assessment is completed and any identified mitigation action taken

• 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	• 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.

Information Management

• Meets the statutory responsibilities detailed in the Data, Information, and Records Management Tikanga Whakahaere	• Te Wānanga o Aotearoa records are created and maintained in corporate information systems, meeting specified information management standards and legislation

Other Duties

• 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 pōwhiri, hosting visitors, recruitment drives and supporting other kaimahi in their roles	• 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 employee's manager on an annual basis at performance review.

Person Specification

Qualifications and Experience

Qualifications:
• Bachelor Degree in Teaching/Education or relevant field
• Unit standards 4098, 11281, 18203 (preferred)
• Full New Zealand Driver Licence

Experience:
• 5 years' experience in the NZ education sector (schools, tertiary)
• 3-5 years' Rangahau (research) experience
• 3-5 years' teaching experience (recent preferred)
• 3-5 years' curriculum and resource design experience in an education sector (i.e. schools, tertiary)

Āhuatanga Māori:

• Engages in cultural activities and has a sound 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

Technical Skills

Are the specialised skills and abilities required for a particular role	• Excellent written and oral communication skills • Excellent relationship management skills • Excellent organising, planning and facilitation skills with the ability to analyse, investigate and interpret data, issues and situations • Sound understanding of relevant teacher education legislation, policies and procedures, codes and standards • Sound understanding of the NZ Qualifications Framework • Confident manager of reporting data collation and presentation • Intermediate user knowledge of Microsoft suite of applications (i.e. Outlook, Excel, Word, Power Point, Publisher) • Proven understanding of risk identification and mitigation