



A wānanga as provided under section 398D of the Education and Training Act 2020, 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”

Tūranga Position	Kaiako Teacher – Puna Reo	
Uepū / Wāhanga Department	Rangatahua / Puna Whakatupu	
Takiwā / Rohe District	As per letter of offer	
Wāhi Mahi Location	As per letter of offer	
Whakatau ki Reports to	Puna Manager	
Māka Pūtea Salary Grade	ELC levels 1 –3 depending on qualifications	
Māngai Pūtea Financial Delegation	N/A	
Wā Roanga Tenure	As per letter of offer	
Ngā Rōpu Whaihua Functional Relationships	<u>Internal</u> <ul style="list-style-type: none"> • Puna Whakatupu Leadership • Kaimahi within Puna Whakatupu • Takiwā and Uepū Leaders, Kaimahi and Sites • Puna Reo Tamariki 	<u>External</u> <ul style="list-style-type: none"> • Whānau • Manuhiri • Community • Iwi / Hapū • Education Agencies

Pūtake Tūranga - Role Purpose

The primary purpose of the Kaiako|Teacher Puna Reo is to contribute to the day to day curriculum delivery and provide a stimulating, safe, and developmentally appropriate educational environment where tamariki mana, whakapapa and wairua is upheld, and cognitive, social, emotional, and physical skills are developed under the auspice of kaupapa Māori.

The Kaiako|Teacher Puna Reo will demonstrate sound professional practice, actively contribute to a positive team culture and provide a safe and secure environment for tamariki and whānau.

Key Performance Indicators	Success Factors
<p>Programme Planning</p> <ul style="list-style-type: none"> - Design a programme that reflects kaupapa Māori and the needs of all tamariki through planning, assessment and evaluation (PAE) - Demonstrate the use of robust processes to systematically inquire into and evaluate the effectiveness of curriculum, policy, procedure and practice - Provide recommendation to Puna Manager for resource purchases to support programme delivery / implementation 	<ul style="list-style-type: none"> - Te Whāriki Ara Māori is used to implement appropriate programmes for tamariki. - PAE is understood and contributed to, and experiences provided for tamariki are developmentally appropriate. - Actively contributes to the planning, assessment and evaluation discussions on tamariki and the programme in staff hui. - Plans are completed in a professional and timely manner against programme delivery schedule. - Maintains documentation for kaimahi ora and teacher registration. - Actively contributes to the self-review and internal evaluation discussions and documentation. - Teacher practice changes recommended by programme evaluation and self-review are evident. - Data is utilised to inform future planning and plans are prepared on time, to a high standard and are consistent with TWoA and stakeholder expectations - Recommendations align with tamariki and resource planning
<p>Programme Delivery</p> <ul style="list-style-type: none"> - Demonstrate effective teaching strategies for tamariki - Deliver curriculum and follow marau to enhance tamariki learning and development - Promote a collaborative, inclusive and supportive learning environment - Communicate and consult with whānau on learning goals and aspirations of tamariki 	<ul style="list-style-type: none"> - Effective management of the learning environment that incorporates successful strategies appropriate to TWoA are used to engage tamariki and whānau. - Teaching experiences cater to tuakana teina learning environment. - The holistic needs of tamariki are met. - The programme accommodates for a range of learner abilities. - Whānau have formal and informal opportunities to discuss tamariki progress.
<p>Monitoring, Assessment and Reporting</p> <ul style="list-style-type: none"> - Capture tamariki learning through akamātauranga (tamariki profiles) and peka kōrero (learning assessments) and programme evaluation. 	<ul style="list-style-type: none"> - Assessment of learning is undertaken and documented in accordance with PAE process

<ul style="list-style-type: none"> - Provide recommendation to Puna Manager for guidance from specialist services for tamariki when needed and liaise effectively with external agencies 	<ul style="list-style-type: none"> - Documentation is completed in a timely manner and reflects different observations of learning and development. - Special learning needs of tamariki are identified and an action plan for supporting the child is completed in collaboration with puna management and whānau. - Recommendations to manager are supported with documented observation.
<p>Care of tamariki</p> <ul style="list-style-type: none"> - Guide tamariki through hygiene processes and where necessary assist with their personal hygiene and health needs. - Tamariki are supervised while they eat and assisted if necessary - Tamariki are assisted and supervised during sleep. - The teacher is knowledgeable and skilled in supporting tamariki to regulate emotions - Communicate and consult with whānau on care routines of tamariki 	<ul style="list-style-type: none"> - Needs of tamariki are identified and supported. - Tamariki hand washing, toileting, nappy and changing of clothes needs are met. - First aid certificate is current and applied when required. - Nappy changes and toileting support details are recorded. - Attentive supervision and sitting with tamariki during their meals. - Serving food that reduce risk of choking, and awareness of food allergens and intolerances. - Tamariki are physically checked while they sleep every 5-10 minutes. - Sleep and waking times are recorded. - Tamariki are comforted and supported when they are emotional. - Parents are informed of tamariki sleep and hygiene routines, and consulted with for changes. - Sleep and nappy charts are complete and available for parents to view (up to 3 months from entry date)
<p>Professional Practice</p> <ul style="list-style-type: none"> - Demonstrate positive work practices and model Ngā Uara to tamariki and whānau. - Role model adherence to TWoA and MoE guidelines, legal compliance, policies and procedures - Read and confirm knowledge and understanding of policies and procedures 	<ul style="list-style-type: none"> - Interactions with tamariki and whānau demonstrate a high standard of practice. - TWoA and MoE guidelines, policies and procedures are followed explicitly. - Practice reflects and is guided by Puna policies and procedures

<p>Professional Development</p> <ul style="list-style-type: none"> - Undertake kaimahi ora with upline manager - Undertake Te Reo Māori Proficiency training to achieve level required for this position - Undertake professional development to improve capability for tamariki learning outcomes - Participate in the annual food safety training for food safety knowledge that supports food safety practice 	<ul style="list-style-type: none"> - Professional learning plan is completed. Maintained and successfully undertaken as agreed, to meet position requirements. - Level of Te Reo Māori proficiency for this position is achieved within required timeframe. - Any outstanding credential requirements at the start of a position must be completed within the agreed period. - Attendance at scheduled annual food safety training is evidenced.
<p>Relationships</p> <ul style="list-style-type: none"> - Use positive and appropriate language and communication when interacting with tamariki, whānau and kaimahi. - Model effective communication and positive conflict resolution skills. - Demonstrate respect for the different cultures of tamariki and whānau. - Work collaboratively with internal and external stakeholders to innovate and develop appropriate tamariki programmes - Maintain the highest standard of personal and organisational integrity so that TWoA's reputation is positively enhanced - 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"> - Patience is demonstrated when dealing directly with tamariki and their requests are responded to in an appropriate manner reflective of TWoA values and kaupapa - All cultures are treated in an appropriate manner reflective of TWoA values and kaupapa - The correct communication pathway to address any issues or concerns is followed - Collaboration is evidenced by appropriate tamariki programmes and routines identifying individual tamariki and curriculum requirements - Action occurs with the full knowledge of effect on all parties and the strategic goals and outcomes for TWoA and taurira success - Behaviours demonstrate the highest standard of personal and organisational integrity that promotes credibility of self and TWoA
<p>Health and Safety</p> <ul style="list-style-type: none"> - Act at all times to ensure the safety and welfare of tamariki, whānau and kaimahi - Comply with all health, safety and wellness policy and procedures - Recognise and address circumstances to prevent unhealthy or unsafe situations 	<ul style="list-style-type: none"> - All processes are completed keeping tamariki, whānau and kaimahi safety in the forefront at all times - Health, safety and wellness policies and procedures are adhered to and complied with - Zero harm while carrying out duties and no preventable harm to tamariki occurs from environmental conditions

<ul style="list-style-type: none"> - Perform any manual duties in a safe and responsible manner - Recognise and address circumstances to prevent unhealthy or unsafe situations - Report faults in accordance with policy - Process risk management forms and health and safety issues accordingly 	<ul style="list-style-type: none"> - Programme delivery meets all safety standards as outlined in the policy and procedures - Risk minimisation assessment is completed and any identified mitigation action taken - Faults are reported immediately to relevant personnel - Forms are completed that accurately reflect risks, incidents, and health and safety issues
<p>Other Duties</p> <ul style="list-style-type: none"> - Meet and maintain all compliance requirements of the Education (Early Childhood Services) Regulations 2008 and Licensing Criteria for Early Childhood Education & Care Services 2008. - Operate within delegated authorities at all times. - Undertake other duties as required by the employer provided the kaimahi has the required skills and qualifications. - Attend hui kaimahi as requested by the Puna manager. - 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"> - Compliance and legislative criteria is maintained at all times. - Delegated authorities are complied with at all times. - Positive engagement in activities contribute to the overall functionality and operation of Puna Whakatupu and requests by the employer are undertaken. - 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.

<p><u>Qualifications and Experience</u></p>	<p>Qualifications:</p> <ul style="list-style-type: none"> • Bachelor Teaching (ECE or Primary) or Diploma in Teaching (Early Childhood Education) Level 7 • Tōmua or Tūturu Practising Certificate • Current First Aid Certificate (NZQA reported) • Full NZ Drivers Licence (Class 1) <p>Experience:</p> <ul style="list-style-type: none"> • Proven experience working with and caring for children • 3+ years’ experience teaching in te reo Māori <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
<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"> • Excellent relationship management skills • Excellent planning and facilitation skills • Effective Speaking skills – talking to others to convey information effectively • Effective Writing skills – communicating effectively in writing as appropriate for the needs of the taura • Knowledge of the principles and methods for curriculum and training design in the relevant subject area • Basic user knowledge of Microsoft suite of applications (ie. Outlook, Excel, Word, Power Point)
<p><u>Behavioural Skills and Attributes</u></p> <p>Behavioural Competencies are the role specific behaviours and attitudes required by kaimahi (staff) to be successful in their roles</p>	<p>Approachability 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 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>Co-operation Works co-operatively as a member of a team, proactively sharing knowledge and information.</p> <p>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 in a positive light.</p>

	<p>Dependability Responsible and accountable for actions, is dependable for meeting deadlines and follows through to get things done.</p> <p>Flexibility Works effectively within a variety of situations and with diverse individuals or groups.</p> <p>Initiative Is proactive and looks at improving current systems and processes, looks at things in new and better ways.</p> <p>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.</p> <p>Problem Sensitivity Can tell when something is wrong or is likely to go wrong.</p> <p>Problem Solving Uses a combination of logic, analysis, experience, wisdom and advanced methods to make sound and timely decisions, and to solve problems. Solves difficult problems and creates effective solutions.</p> <p>Team Work Works collaboratively with a group of people, in order to achieve a goal.</p> <p>Time Management Uses time effectively and efficiently; concentrates efforts on the most important priorities; and independently handles several tasks at once</p>
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* *Kaupapa Commitment is the recognition and acknowledgement of TWoA's Vision, Mission, Philosophy and Values (refer final page of this document) and the commitment to uphold, maintain and strengthen these through our actions and contributions*