

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>	Kaitiaki-Home Based Learning	
Uepū / Wāhanga <i>Department</i>	Akoranga	
Takiwā / Rohe <i>District</i>	As per letter of offer	
Wāhi Mahi <i>Location</i>	As per letter of offer	
Whakatau ki <i>Reports to</i>	Manager Home Based Learning	
Māka Pūtea <i>Salary Grade</i>	Level 4	
Māngai Pūtea <i>Financial Delegation</i>	N/A	
Wā Roanga <i>Tenure</i>	Permanent	
Ngā Rōpu Whaihua <i>Functional Relationships</i>	<u>Internal</u> <ul style="list-style-type: none"> • HBL Manager • HBL Coordinator • HBL Poururuku and Kairuruku • Takiwā Aukaha Ako • TPM Uepū-Procurement and Student Registry • Takiwā Management • Local takiwā campus 	<u>External</u> <ul style="list-style-type: none"> • Taurira • Local iwi/hapū • Māori Organisations and business entities • Community organisations and Government Agencies • Corporate organisations

Pūtake Tūranga - Role Purpose

You will provide educational assessment services and programme support for taurira in the delivery of our Home Based Learning programmes.

Key Performance Indicators	Success Factors
<p>Tauira Engagement and Delivery Preparation</p> <ul style="list-style-type: none"> • Organise and conduct whanaungatanga visits for each new cohort of tauira. • Confirm tauira enrolment within early withdrawal period(s) for each individual HBL programme. • Document and record programme induction completion for each individual tauira. • Enter and upload tauira visit details and information accurately into the appropriate database system. • Confirm and schedule individual tauira visit(s) based around tauira and Kaitiaki availability and delivery schedules of each programme. 	<ul style="list-style-type: none"> • Organise 10-15 engagements per week. • Any early withdrawals are processed within the early withdrawal period. • Tauira are engaged and informed of all requirements of completing their programme of choice. • All documentation pertaining to enrolment and induction are completed by tauira and Kaitiaki. • All documentation is maintained in accordance with the Marau delivery requirements. • The nature of the visits, including time and location are customised to the individual needs of the tauira.
<p>Assessment Services</p> <ul style="list-style-type: none"> • Apply best practice assessment principles when assessing units of learning. • Document, record and enter unit(s) of learning accurately and correctly. • Inform tauira of assessment results. • Inform HBL Kairuruku of any assessment design concerns. • Submit tauira files. 	<ul style="list-style-type: none"> • All units of learning are assessed using HBL Programme Answer books. • In lieu of model answers, kaitiaki will use their assessor experience (judgement) and unit(s) assessment schedule(s) to determine whether sufficient evidence has been provided to meet the learning outcome(s). • HBL Verification policy and procedure is followed for recording, reporting and informing tauira achievement • Tauira are informed of results within two weeks of completion. • HBL KITS, Online cafes and moderation processes are utilised to provide assessment design feedback. • Tauira files are submitted weekly.
<p>Learning Support and Pastoral Care</p> <ul style="list-style-type: none"> • Develop, implement and review learning support and pastoral strategies for individual tauira needs. • Provide safe and holistic learning engagements with tauira • Individual tauira needs are assessed and learning support options are made available. • Refer tauira to appropriate community and Government agencies if and when required. 	<ul style="list-style-type: none"> • Tauira are engaged and are supported to complete the programme. • Tauira are supported whilst completing their programme. If additional support is required it will be escalated to the HBL Manager. • Tauira are offered alternative pastoral care options to support completion of the programme. • Tauira have been given information and access to services to support learning.

<p>Education performance indicators – Retention, Completion and Graduation rates (RCG's)</p> <ul style="list-style-type: none"> • Monitor, manage and report on taura progress. • Customise programme delivery to meet the needs and requirements of both the programme and taura. • Engagement and reengagement strategies are applied regularly. 	<ul style="list-style-type: none"> • Taura Progression and RCG reports are used to monitor taura engagement, progression and achievement. • Delivery strategies support achievement of stakeholder benchmarks and outcomes across all HBL programmes. • Kaitiaki are in regular contact with their taura and programme withdrawals have minimal impact on RCG rates.
<p>Remote Programme Delivery</p> <ul style="list-style-type: none"> • Utilise Video conferencing platforms and/or Applications to engage taura and complete programme requirements. • Courier bags and/or Learning Management System is used to manage taura assessments. 	<ul style="list-style-type: none"> • All taura visits are completed. • Taura assessments are completed online using IAkoranga or Courier Service.
<p>Health and Safety</p> <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
<p>Other Duties</p> <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"> NZQA Unit Standard 4098 Use standards to assess candidate performance (Level 4) or NZ2752: New Zealand Certificate in Assessment Practice (Level 4) Certificate in Adult & Tertiary Teaching (Level 4) desirable A Certificate in Adult Literacy and Numeracy Education level 5 (NCALNE) Certificate in Tikanga Māori Level 3 or Te Reo Māori level 1 or higher highly desirable Full clean drivers licence and clear Police Vet. <p>Experience:</p> <ul style="list-style-type: none"> 2-4 years experience in an education setting, mentoring, coaching, facilitation or learning support desirable 2-4 years experience working with Adults in a community setting is desirable. <p>Āhuatanga Māori:</p> <ul style="list-style-type: none"> Willing to participate in cultural activities and motivated to develop an understanding of āhuatanga Māori (values, culture and tikanga) Understands and uses basic te reo Māori phrases, mihi and greetings (TARM level 2 or equivalent qualification) Embraces a Māori world view underpinned by the values of Te Aroha, Te whakapono, Ngā Ture and Kotahitanga
<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"> Administration and computing skills. Communicate effectively, both orally and in writing. Work autonomously and unsupervised. Develop and maintain relationships. Advanced user knowledge of Microsoft suite of applications (ie. Outlook, Excel, Word, Power Point, Publisher) Accurate and proficient in typing and data entry Excellent relationship management skills Excellent written and oral communication skills
<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>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>Independence Calculates risks and makes difficult decisions despite ambiguity or adversity; and takes responsibility for decisions, actions, risks and results. Has confidence in one's own decisions or opinions, and handles disappointment constructively.</p> <p>Planning Accurately determines the length and difficulty of tasks and projects; sets clear, realistic and measurable 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>Relationship Management Proactively develops and maintains effective internal and external relationships to facilitate the achievement of work goals.</p> <p>Time Management Uses time effectively and efficiently; concentrates efforts on the most important priorities; and independently handles several tasks at once.</p>