

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 Position	Kaiako Ngā Poutoko Whakarara Oranga (Kaupae 7) Tutor Bachelor of Bicultural Social Work (L7)	
Wāhanga / Uepū Department / Division	Ratonga Pāpori, Akoranga Social Services Programme, Educational Delivery Services	
Takiwā District	As confirmed in the letter of offer	
Wāhi Mahi Location	As confirmed in the letter of offer	
Whakatau ki Reports to	Kaiwhakahaere Ako Manager Educational Delivery	
Māka Pūtea Salary Grade	PR3	
Māngai Pūtea Financial Delegation	N / A	
Māngai Pūtea Tenure	As confirmed in the letter of offer	
Ngā Rōpū Whaihua Functional Relationships	<u>Internal</u> <ul style="list-style-type: none"> • Tauira (students) • Takiwā kaimahi (staff within a district) • Te Puna Mātauranga (Head Office) 	<u>External</u> <ul style="list-style-type: none"> • Tauira whānau (students’ families) • Potential tauira • Community • Iwi / hapū • Members of the public when recruiting for tauira
Pūtake Tūranga - Role Purpose		
<p>Kaiako is required to teach tauira various levels of the Social Work programme from certificate level to year three of Ngā Poutoko Whakarara Oranga (Kaupae 7) Bachelor of Bicultural Social Work (L7). Teaching involves but is not limited to developing lesson plans, presenting material to tauira, responding to tauira learning needs, evaluating tauira progress and enabling tauira achievement.</p> <p>Kaiako are required to be appropriately skilled and qualified to teach at TWoA. This entails a combination of being skilled in TWoA indigenous teaching practices and holding appropriate tertiary credentials to meet delivery and sector requirements. Kaiako are required to hold full and current registration with the NZ Social Work Registration Board (S.W.R.B) throughout their employment in this position.</p> <p>Kaiako are required to have an active rangahau plan to support teaching practice. The Kaiako will also undertake relevant rangahau (research) activity and other agreed upon scholarly activity that contributes to the advancement of Mātauranga Māori, to the strategic rangahau vision of TWoA and the overall programme aims of Social Work.</p> <p>NOTE: Kaimahi (staff) employed in this role are required to be police vetted and a clean police record maintained</p>		
<p><i>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.</i></p> <p><i>The responsibilities and expectations outlined in this position description may alter as business needs change. In addition, specific objectives and outcomes will be agreed with the upline manager on an annual basis when reviewing performance.</i></p>		

Key Performance Indicators	Success Factors
Tauira recruitment <ul style="list-style-type: none"> - Recruit tauira in accordance with marau or programme entry requirements to achieve tauira class numbers 	<ul style="list-style-type: none"> - Achieve tauira class numbers per enrolment plan with an expectation to meet Educational Outcomes
Planning <ul style="list-style-type: none"> - Undertake tauira induction to TWoA - Plan learning sessions according to: tauira needs and goals; and programme delivery schedule (e.g. kaiako Directed Learning Hours per kōnae ako, tauira expectations for Activity Directed Learning) - Develop teaching materials as required to support learning - Plan and supervise tauira activities e.g. transport, Noho, Wānanga, Field Trips - Carry out regular formative assessment to ensure individual tauira needs are being met - Identify, develop, implement intervention strategies (e.g. 101 Retention Plan) or individualised education plans for tauira, in collaboration with tauira support 	<ul style="list-style-type: none"> - Tauira surveyed will describe an appropriate induction process; and have knowledge of, and timely referral to, support services - Plans are completed in a professional and timely manner against programme delivery schedule - Evidence of quality handouts and study material that support tauira learning - Planning and supervision is completed and prepared regularly, and is appropriate for tauira - Written formative assessments identify tauira learning needs and how they are being addressed; positive tauira feedback - Written evidence of effective intervention strategies, as required; positive tauira feedback
Delivery <ul style="list-style-type: none"> - Promote a collaborative, inclusive and supportive learning environment based on Whanaungatanga (respectful relationships and connections), Ako (reciprocal living, learning and teaching), Aro (reflective practices) and Te Hiringa (energy that promotes inspiration and motivation) - Deliver curriculum and follow marau to enhance ako and the experience of tauira learning at TWoA - Deliver lesson plans and conduct discussions to increase tauira knowledge and competence by using relevant methods to motivate learning - Communicate with tauira on their progress - Accommodate a range of learner abilities and modify teaching approaches to address tauira individual and group needs and to support academic achievement - Demonstrate delivery of embedded and contextualized literacy and numeracy support strategies within teaching practices 	<ul style="list-style-type: none"> - Effective management of the learning environment that incorporates successful strategies to engage and motivate tauira appropriate to TWoA, are evident - Classes accurately reflect the current curriculum and follow marau; and routines are appropriate, well established and understood by all tauira - Positive Tauira Survey feedback, meeting retention plans and completion rates - Evidence of tauira communication - Written evidence of intervention plans that address identified learning needs and support academic performance; positive tauira feedback - Positive tauira progress based on successful embedded and contextualized literacy and numeracy support strategies
Monitoring, Assessment, Reporting <ul style="list-style-type: none"> - Use of 101 SISS to progressively record tauira results and attendance - Assess and inform tauira of their attendance, assessment requirements and progress - Understand and engage with the moderation standards, requirements and process - Mark all assessments, retain assessments as required, and submit samples per moderation schedule according to TWoA and NZQA requirements and timeframes - Create and maintain records for activities conducted on behalf of TWoA, including tauira assessment results, attendance registers, academic progress, feedback, ensuring confidentiality of all records - Collaborate with tauira and TWoA administration, or student support team members, to determine tauira needs, develop tutoring plans, assess tauira progress, follow up on attendance that is recorded in the Retention Plan 	<ul style="list-style-type: none"> - Accurate results and attendance are recorded in the 101 SISS system by due dates and in accordance with policy and procedures - Tauira feedback shows they are clear about their progress within the framework of the qualification/course throughout the programme - Safe and respectful handling of tauira information - All progress updates, marked assessments and results returned to tauira or archived according to TWoA and NZQA requirements and timeframes. - Timely submission of results per delivery schedule, moderation feedback completed and 100% successful moderation achieved - All tauira administration is completed in accordance with the standards set by TWoA and submitted by due dates - Contribute to and participate in all compliance initiatives upon request

Tauira Educational Outcomes <ul style="list-style-type: none"> - Engage and inspire tauira to complete their course - Take appropriate action to retain tauira enrolment for duration of programme - Motivate and support tauira to achieve Educational Outcomes and graduate 	<p>Achieve agreed Educational Outcomes for delivered programme, course, kōnae and unit standards</p>
Personal & Professional Development <ul style="list-style-type: none"> - Undertake Kaimahi Ora conversations with upline Manager - Complete Kaiako Induction - Complete the necessary Kaiako training (e.g. Kaiako Investment Training, Te Whāriki) on programme aims, graduate outcomes and kōnae ako: curriculum/marau content, administration, materials, delivery methods, assessment, moderation and evaluation/review (Aro) - Maintain professional learning plan to achieve professional currency and other position requirements - Effective working relationship with Kairuruku to maximise delivery and quality improvement e.g. resource development, assessments, upskilling, marau/tikanga ako - Undertake Te Reo Māori Proficiency training to achieve level required for this position - Create, maintain demonstrate active engagement in rangahau/research to support teaching practice 	<ul style="list-style-type: none"> - Professional learning plan is completed, maintained and is successfully undertaken, as agreed, to meet position requirements for credentials and programme delivery - Any outstanding credential requirements at start of a position must be completed within an agreed period - Level of Te Reo Māori proficiency for this position is achieved within required timeframe - Active and up to date rangahau/research plan lodged with Rangahau
Health and Safety <ul style="list-style-type: none"> - Adhere to 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 - Report any change in status against legislative requirements e.g. Vulnerable Children's Act, Criminal History 	<ul style="list-style-type: none"> - Comply with all health, safety and wellness policies and procedures - Risk minimisation assessment is completed and mitigation actions are under 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
Other Duties <ul style="list-style-type: none"> - Undertake other duties as required by the employer provided the kaimahi has the required skills and qualifications - Attend hui as requested - From time-to-time all kaimahi are encouraged to engage in activities outside of their assigned duties, such as (but not limited to) setting up and attending pōwhiri, participating in karakia, hosting visitors, tauira recruitment drives and supporting other kaimahi in their roles - Understand and follow all required TWoA policies and procedures 	<ul style="list-style-type: none"> - Requests by the employer are undertaken within required time frames to required standards - Hui are attended as required - Positive engagement in activities that contribute to the overall functionality and operation of Te Wānanga o Aotearoa - Required TWoA policies and procedures are implemented

Person Specification:

<p><u>Qualifications and Experience</u></p>	<p>Minimum Qualifications:</p> <ul style="list-style-type: none"> • Masterate degree (L9) in social work or related subject and demonstrate either holding or showing equivalence for NZQA standards assessed in this programme • New Zealand Certificate in Adult and Tertiary Teaching (Level 5) or equivalent • Either attest equivalence for NZQA standards required to assess and moderate this programme OR hold the NZ Certificate in Assessment Practice (L4) • Full and current NZ Driver Licence <p>Memberships:</p> <ul style="list-style-type: none"> • Full and current registration with the NZ Social Work Registration Board <p>Experience:</p> <ul style="list-style-type: none"> • Proven experience in a related role <p><i>Whilst teaching experience is highly valued at TWoA, newly qualified Kaiako with relevant qualifications but with no or limited previous teaching experience will also be considered</i></p> <p>Āhuatanga Māori:</p> <ul style="list-style-type: none"> • Able to demonstrated knowledge and appreciation of te reo and tikanga Māori within a bicultural framework • Engages in cultural activities (e.g. Karakia, Pōwhiri/Whakatau) and has a sound understanding of Āhuatanga Māori (values, culture and tikanga) • Embraces a Māori world view underpinned by TWoA values of Te Aroha, Te Whakapono, Ngā Ture and Kotahitanga and can actively apply TWoA values in the workplace
<p><u>Technical Skills</u> Are the specialised skills and abilities required for a particular role</p>	<ul style="list-style-type: none"> • Teaching and instruction for individuals and groups • Tauira focused achiever with sound planning & organisational skills, & good attention to detail • Effective speaking – talking to others to convey information effectively • Effective writing – communicating effectively in writing as appropriate for each audience • Excellent digital literacy skills e.g. MS Word, PowerPoint, Outlook, Endnote, Turnitin • Monitoring and assessing performance to make improvements or take corrective action
<p><u>Knowledge & Ability</u> Are the role specific abilities and knowledge required for this position</p>	<p>Knowledge and ability to plan and deliver Bi-culturalism in practice (contextualised to social work):</p> <ul style="list-style-type: none"> • In Aotearoa/NZ Society • In social work profession • By developing and teaching Māori and non-Maori bodies of knowledge • By engaging in principle-based practise • By applying Bi-cultural models of practice • By transformative praxis • By applying principles & methods for curriculum & training design • Through excellent interpersonal and communication abilities (listening, reading, writing) that is audience appropriate across a range of environments (e.g. personal, professional, social)
<p><u>SWRB Ten Core Competence Standards</u> For full descriptions of these competencies refer to: http://www.swrb.govt.nz/CompAss_CoreCompStds.html</p>	<ul style="list-style-type: none"> • Competence to practise social work with Māori • Competence to practise social work with different ethnic and cultural groups in Aotearoa New Zealand • Competence to promote the principles of human rights and social justice • Competence to promote social change • Competence to promote empowerment and liberation of people • Competence to utilise social work practice approaches • Competence to utilise theories of human behaviour and social systems • Competence to promote problem-solving in human relationships • Competence to use systems of accountability in place for their work • Adherence to professional social work ethics

<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>Leadership: The ability to lead and motivate a team of people to perform the required tasks</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>Conflict Management: Identifies and takes steps to prevent potential situations that could result in unpleasant confrontations. Manages and resolves conflicts and disagreements in a positive and constructive manner to minimize negative impact</p> <p>Creativity: Generates many new and unique ideas and ways to implement these ideas successfully; and is seen as original and value-adding in brainstorming settings</p> <p>Listening: Practises attentive and active listening, has the patience to hear people out and is perceived to have good rapport and reputation by others</p> <p>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</p> <p>Motivating Others: Creates a climate in which people want to do their best; can assess each person's strengths and uses them to get the best out of him or her; and promotes confidence and optimistic attitudes</p> <p>Understanding Noho Marae Provisions: The understanding of appropriate protocols and procedures of tikanga marae, and flexibility to coordinate and facilitate noho marae</p>
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** Kaupapa Commitment is the recognition and acknowledgement of TWoA's Vision, Mission, Philosophy and Values and the commitment to uphold, maintain and strengthen these through our actions and contribution.*



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)”.

Tūranga <i>Position</i>	Placement Coordinator – Social Work	
Wāhanga <i>Department</i>	Delivery	
Takiwā / Rohe <i>District / Region</i>	As confirmed in letter of offer	
Wāhi Mahi <i>Location</i>	As confirmed in letter of offer	
Whakatau ki <i>Reports to</i>	Kaiwhakahaere Ako (Manager Educational Delivery)	
Māka Pūtea <i>Salary Grade</i>	Level 6	
Māngai Pūtea <i>Financial Delegation</i>	n/a	
Wā Roanga <i>Tenure</i>	As confirmed in letter of offer	
Ngā Rōpu Whaihua <i>Functional Relationships</i>	<u>Internal</u> <ul style="list-style-type: none"> • Social Services taura (students) • Kaiako (Social Services) • Kaiako Matua 	<u>External</u> <ul style="list-style-type: none"> • Potential taura (recruitment and interviewing process) • Social Work Agencies • Relevant community networks • Local Advisory Groups

Pūtake Tūranga - Role Purpose

Develop and co-ordinate fieldwork placements, co-ordinate or provide professional supervision and provide support to students with fieldwork requirements.

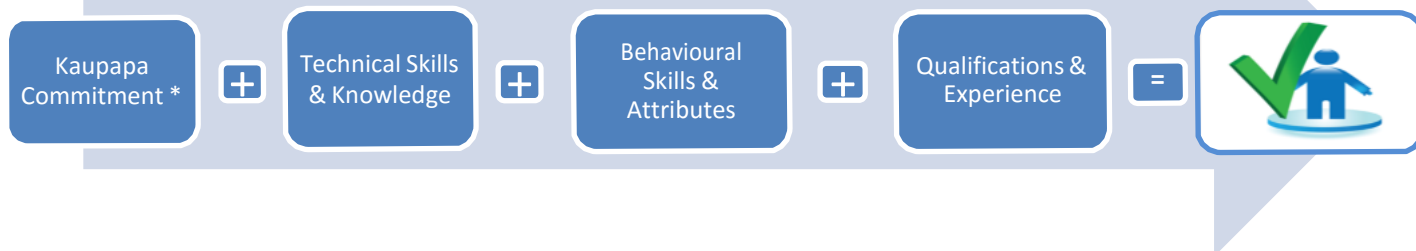
The position also involves undertaking teaching related duties as required.

Key Performance Indicators	Success Factors
<ul style="list-style-type: none"> Establish and maintain relationships with stakeholders. <ul style="list-style-type: none"> Maintain relationships Match and place tauira Work out agreements and tauira and agencies, know each responsibilities Facilitate networking opportunities with Social Work Agencies Participate in the local advisory group/s Community involvement where necessary 	<ul style="list-style-type: none"> <i>Positive and mutually beneficial relationships are established and maintained</i> <i>Agencies and tauira understand and are aware of their responsibilities</i> <i>Positive feedback from all stakeholders</i> <i>Tauira are matched and placed appropriately.</i> <i>Appropriate community presence</i> <i>Regular ongoing contact with stakeholders as outlined by Team Leader and the strategic plan</i> <i>Ensure 'tauira on placement' timetable is up-to-date at all times.</i>
<ul style="list-style-type: none"> Develop strategic plan for finding quality placements. Develop a 'student on placement' timetable Coordinate appropriate supervision for students on placement. Coordinate appropriate education/training for placement supervisors. Coordinate a training package for placement supervisors. 	<ul style="list-style-type: none"> <i>Tauira receive all appropriate support and strategies to ensure a seamless, efficient placement</i> <i>All parties are advised and trained appropriately</i> <i>Ensure all tauira on placement receive appropriate clinical supervision from an appropriately qualified or experienced supervisor.</i> <i>Designs and contributes to delivery of regular training workshops for placement agencies.</i> <i>Ensures a physical, emotional, and culturally safe environment is provided for tauira and staff.</i> <i>Consistently demonstrate a principled approach within the framework of Ngā Take Pu principles.</i>
<ul style="list-style-type: none"> Teaching component – e.g. talk about practicum in class Active individual student contact from the time of enrolment until their graduation 	<ul style="list-style-type: none"> <i>Interaction with tauira as required</i> <i>Tauira understand their responsibilities</i> <i>Tauira understand the practicum component of their studies</i> <i>Tauira are supported adequately and appropriately</i> <i>Positive feedback from tauira</i>
Plan programme delivery with Kaiako	<ul style="list-style-type: none"> <i>Appropriate support provided for programme planning</i> <i>Programme meets all requirements</i>
Administrative responsibilities including but not limited to: <ul style="list-style-type: none"> Writing up agreements, Follow-up student progress, Report writing including tauira issues (facilitation of resolution/s), letters of support for tauira etc. Record keeping. 	<ul style="list-style-type: none"> <i>Agreements meet all necessary legislative and TWA requirements and obligations</i> <i>Tauira progress is kept up-to-date</i> <i>Reports are appropriate and timely</i> <i>Annual review and update of placement documentation.</i>
<ul style="list-style-type: none"> Recognise and address circumstances to prevent unhealthy or unsafe situations Manage personal well-being within the workplace. 	<ul style="list-style-type: none"> <i>Adherence to all Safety and Wellness policies and Procedures.</i> <i>Faults are reported immediately to relevant personnel</i>
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.	<i>Positive engagement in activities that contribute to the overall functionality and operation of Te Wānanga o Aotearoa.</i>

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: Placement Coordinator – Social Services



Qualifications and Experience

Qualifications

- Masters' degree in a relevant field;
- Must be Registered with the Social Work Registration Board (SWRB);
- Level 5 teaching qualification would be an advantage

Experience:

- Appropriate **networks** are a priority over the "one qualification higher" kaiako rule (i.e. involvement with and relationship building with community (whanau / hapū / iwi), professional bodies and police etc.
- At least 2 years' experience in a similar role

Āhuatanga Māori:

- The ability to embrace a Māori world view that is underpinned by the values of Te Aroha, Te Whakapono, Ngā Ture and Kotahitanga¹
- Knowledge and understanding of Ngā Takepū and its application

Technical Skills

Are the specialised skills and abilities required for a particular role

- Administration skills, including record keeping and filing skills
- Ability to deliver / train in class and individually
- Internal and external relationship building and relationship maintenance skills
- Community involvement and appropriate networks and relationships.

Behavioural Skills & Attributes

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

Creating and Maintaining Quality Spaces

Adaptability: Adjusts behavioural style or method of approach to the needs of a situation to achieve a goal

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

Reciprocal Responsibilities

Integrity and honesty: Establishes credibility and trustworthiness through appropriate actions; and is considered consistent, dependable and honest

Leadership & Responsible Stewardship

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 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.

Holistic Wellbeing

Cooperation: Works co-operatively as a member of a team, proactively sharing knowledge and information

Team Work: Works collaboratively with a group of people, in order to achieve a goal

¹ TWoA values as summarised on page 4

* 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



The guiding principles of Te Wānanga are inherent in its Vision, Mission Statement, Te Kaupapa and Values.

Whakakitenga – Vision:

“Te Wānanga o Aotearoa will provide holistic education opportunities of the highest quality for Māori, peoples of Aotearoa and the world”

Ko Te Uaratanga - Mission

To provide education that best fits the aspirations of this generation, enhances the dreams of future generations and prepares for understanding the essence of past generations

To equip people with knowledge of our heritage, our language, our culture so they can handle the world at large with confidence and self-determination

To empower ones potential for learning as a base for progress in the modern world

To make contributions of consequence

To care

To make our world a better place

Dr. Buck Nin

Ko Te Kaupapa - Philosophy

To provide holistic education opportunities of the highest quality for Māori, peoples of Aotearoa and the world

To provide a unique Māori cultural learning environment

To provide practical learning experiences

To provide support, encouragement and guidance to all learners in their pursuit of personal development, learning and employment

To encourage all learners to learn and achieve to their fullest potential

To be a good employer and encourage staff to develop personally and professionally to their fullest potential

Ko Ngā Uara - 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 (students), as by achieving success for tauira we achieve success as an organisation. Our values also provide an ongoing cycle of evaluation and improvement that contributes to the achievement of our Kaupapa and our goals. Te Wānanga o Aotearoa defines its values as follows:

Te Aroha: *Having regard for one another and those for whom we are responsible and to whom we are accountable.*

Te Whakapono: *The basis of our beliefs and the confidence that what we are doing is right.*

Ngā Ture: *The knowledge that our actions are morally and ethically right and that we are acting in an honorable manner.*

Kotahitanga: *Unity amongst iwi and other ethnicities; standing as one*

Definition of a Wānanga: The definition of a wānanga provided in section 162(4)(b)(iv) of the Education Act 1989 (as added by section 36 of the Education Amendment Act 1990):

A wānanga 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) and according to tikanga Māori (Māori custom).