Te Wānanga o Aotearoa

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** (Tutor) - Toi Maruata *(Certificate in Māori and Indigenous Art) Level 3*
Uepū / Wāhanga *Department*	**Aramātauranga** (Delivery)
Takiwā / Rohe *District*	Takiwā
Wāhi Mahi *Location*	**Takiwā**
Whakatau ki *Reports to*	**Kaiwhakahaere Ako** (Manager Education Delivery)
Māka Pūtea *Salary Grade*	**PR1, PR2, PR3 or PR4** Dependant on qualifications held
Māngai Pūtea *Financial Delegation*	**N/A**
Wā Roanga *Tenure*	**Permanent**

	Internal	External
Ngā Rōpu Whaihua *Functional Relationships*	• Kaimahi within TWoA • Takiwā Management • Tauira	• Tauira whānau (student's families) • Potential tauira • Community • Iwi / hapū • Members of the public when recruiting for tauira

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Pūtake Tūranga *- Role Purpose*

The role of the Kaiako is to teach Tauira in the Toi Maruata programme (Certificate in Māori and Indigenous Art L3). Teaching involves but is not limited to developing lesson plans, presenting material to tauira, responding to tauira learning needs, and evaluating tauira progress.

Key Performance Indicators	Success Factors
Recruitment - Enrol tauira in the service who have been recruited by the individual correctional facility - Comply with Te Wānanga o Aotearoa enrolment processes - Monitor participation of tauira	- Tauira are successfully enrolled in the programme within the required timeframes - Enrolment is compliant and is a seamless process for tauira - Tauira participation is encouraged in a supportive learning environment
Planning - Identify, develop, or implement intervention strategies, lesson plans and individualised education plans for tauira - Carry out regular formative assessment to ensure individual needs are being met - Produce a plan for successful completion of the course	- Written evidence of intervention strategies with positive feedback from tauira - Planning is completed and prepared regularly and is relevant and appropriate for the tauira - Plans reflect the needs of the tauira
Delivery and Assessment - Promote a collaborative, inclusive and supportive learning environment - Deliver curriculum to enhance the tauira learning experience - Conduct discussions to increase tauira knowledge and competence by using appropriate tools or other relevant methods that motivate learning - Modify teaching approaches to address the needs of individuals and groups of tauira to improve academic performance - Inform Tauira of their progress and assessment requirements - Utilise online learning platforms to support the programme as required - Use of 101 SISS to record results and attendance progressively	- Effective management of the learning environment that incorporates successful strategies to engage and motivate tauira are evident - Classes accurately reflect the current curriculum and routines are appropriate, well established and understood by all tauira - Teaching approaches, resources, technologies and learning and assessment activities are utilised that are inclusive and effective for diverse tauira - Strategies are developed and implemented that address identified learning needs to overcome barriers to learning - Lessons show variety of approaches and teaching techniques - Tauira are clear about their progress within the framework of the qualification throughout the programme - All assessments marked and results returned within appropriate timeframes and according to the guidelines in Tikanga Ako - Lessons demonstrate the use of online learning platforms (Moodle) - Accurate results and attendance are recorded in the 101 SISS system within the specified timeframes and in accordance with policy and procedural guidelines

Retention, Achievement and Graduation - Engage and inspire tauira to encourage commitment to course completion	- Tauira have the necessary support plans in place to achieve sustainable education outcomes
Monitoring and Reporting - Document, monitor and report on daily activities and progress of delivery	- Strong reporting practices are maintained and reporting requirements adhered to as directed
Personal and Professional Development - Remain professional at all times and maintain strong personal boundaries - Maintain an attitude of continuous improvement	- Professional behaviour is practiced and boundaries evident in all interactions - Incorporate ongoing quality improvement strategies and tools as directed providing feedback where appropriate - Inform MED of issues impacting on successful programme delivery
Health and Safety - Comply with all health, safety and wellness policy and procedures - Recognise and address circumstances to prevent unhealthy or unsafe situations - Perform any duties in a safe and responsible manner - Report faults in accordance with policy - Process risk management forms and health and safety issues accordingly	- 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 - Faults are reported immediately to relevant personnel - Forms are completed that accurately reflect risks and health and safety issues
Other Duties - Operate within delegated authorities at all times - 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	- Delegated authorities are complied with at all times - 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:

Qualifications and Experience	**Qualifications:** • Diploma in Visual or Performance Arts or equivalent Level 5; AND • Level 5 teaching qualification (preferably adult teaching) • Unit Standards 4098, 11281, 18203 • Full NZ Drivers Licence **Experience:** • 2+ years' teaching adults • Proven experience and expertise in the Māori art world with specific skills in kaupapa toi **Āhuatanga Māori:** • 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 and can provide guidance and leadership in this area • Actively applies Te Wānanga o Aotearoa values in the workplace
Technical Skills Are the specialised skills and abilities required for a particular role	• Intermediate user knowledge of Microsoft applications (i.e. Outlook, Excel, Word, PowerPoint, Publisher) • Ability to use different types of media, materials and hands on processes • Knowledge of principles and methods for curriculum and training design in the relevant subject area • Knowledge of online learning platforms (Moodle) • Teaching and Instruction for individuals and groups • Measurement of training effects • Effective speaking - talking to others to convey information effectively • Effective writing – communicating effectively in writing as appropriate for the needs of the Tauira • Monitoring and assessing performance to make improvements or take corrective action
Behavioural Skills and Attributes Behavioural Competencies are the role specific behaviours and attitudes required by kaimahi (staff) to be successful in their roles	**Approachability** Puts others at ease by initiating rapport, listens, and shares, understands and shows genuine empathy when dealing with others. People seek out to request support and advice as they are highly trusted and considered as supportive, genuine and caring. **Conflict Management** Identifies and takes steps to prevent potential situations that could result in unpleasant confrontations. **Creativity** Ability to generate new and unique ideas and ways to implement these ideas successfully **Initiative** Is proactive and looks at improving current systems and processes, looks at things in new and better ways.

	Motivating Others Creates a climate in which people want to do their best; can assess each person's strengths and use them to get the best out of him or her; promotes confidence and optimistic attitudes. **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.