

A wānanga as provided under section 398D of the Education and Training Act 2020, is an institution that: “Māori, 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 contributes to the setting of international Indigenous standards of teaching and intellectual endeavour”.

Tūranga <i>Position</i>	Kaiako (Tutor) Certificate in Study and Employment Skills (Level 4)	
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>	Kaiwhakahaere Ako (Manager Education Delivery)	
Māka Pūtea <i>Salary Grade</i>	PR1 – PR4	
Māngai Pūtea <i>Financial Delegation</i>	N/A	
Wā Roanga <i>Tenure</i>	As per Letter of Offer	
Ngā Rōpu Whaihua <i>Functional Relationships</i>	<u>Internal</u> <ul style="list-style-type: none"> • Tauira (students) • Takiwā kaimahi (staff within a district) • Te Puna Manaaki (Head Office) 	<u>External</u> <ul style="list-style-type: none"> • Tauira whānau (students’ families) • Potential tauira • Community • Iwi / hapū • Employers • Other tertiary organisations • Members of the public when recruiting for tauira

Pūtake Tūranga - Role Purpose

The primary purpose of the Kaiako position is to teach the programme, Certificate in Study and Employment Skills (Level 4). 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.

Kaiako is 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

Key Performance Indicators	Success Factors
Tauira recruitment <ul style="list-style-type: none"> - Support in recruiting 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. - Develop teaching materials as required to support learning. - Plan and supervise tauira activities. - Carry out regular formative assessment to ensure individual tauira needs are being met. - Identify, develop, and 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 the programme delivery schedule. - Evidence of quality handouts and study material that support tauira learning. - Planning and supervision are completed and prepared regularly and are appropriate for tauira. - Positive tauira feedback. - Written evidence of effective intervention strategies, as required.
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 (course guidelines) to enhance ako (teaching space) 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 support tauira achievements. 	<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. - Meet retention plans and completion rates. - Evidence of ongoing Kaiako-tauira communication. - Written evidence of intervention plans that address identified learning needs and support academic performance. - Positive tauira progress based on support strategies.
Monitoring, Assessment, Reporting <ul style="list-style-type: none"> - Use of 101 SISS (student management system) 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 	<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.

<p>timeframes.</p> <ul style="list-style-type: none"> - Create and maintain records for activities conducted on behalf of TWoA, including tauira assessment results, attendance registers, academic progress, and 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"> - 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.
<p>Kaimahi Experience</p> <ul style="list-style-type: none"> - Encourage and foster a productive environment that benefits all kaimahi. - Effectively utilise technology and automation, when possible, to provide streamlined access to capabilities and insights that positively impact day-to-day mahi. - Support kaimahi experience and ensure that kaimahi feel connected, empowered, well-informed and have great experiences at mahi. - Stay abreast of current trends and developments to support and nurture kaimahi experience. 	<ul style="list-style-type: none"> - Kaimahi are secure in the environment they work. - Technology and automation are used to the best advantage. - Kaimahi experiences are considered in all aspects of mahi undertaken. - Trends are analysed and adapted to support the kaimahi experience.
<p>Kaupapa Matua</p> <p>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:</p> <ul style="list-style-type: none"> - Actively familiarise themselves with Te Kaupapa Matua o Te Wānanga o Aotearoa and how these shapes and informs our actions. - Uphold Te Wānanga o Aotearoa Values and Te Kaupapa Matua o Te Wānanga o Aotearoa. 	<ul style="list-style-type: none"> - Able to articulate the history, evolution and unique context of Te Wānanga o Aotearoa. - Actions of kaimahi are aligned with Te Wānanga o 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.
<p>Stakeholder Relationships</p> <ul style="list-style-type: none"> - Establish and maintain quality internal relationships with kaimahi across the TWoA. - Establish and maintain meaningful strategic relationships with external networks and other relevant external groups. - 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"> - Internal kaimahi relationships are established and maintained with effective communication and engagement and demonstrated outcomes. - Proactive and strategic relationships established and maintained (underpinned by trust and mutually beneficial outcomes) with external stakeholders. - A professional and honourable reputation is maintained for the team on behalf of TWoA in all aspects and areas.

Information Management <ul style="list-style-type: none"> - Meet the statutory responsibilities detailed in the Data, Information, and Records Management Tikanga Whakahaere. 	<ul style="list-style-type: none"> - Te Wānanga o Aotearoa records are created and maintained in corporate information systems, meeting specified information management standards and legislation.
Health and Safety <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 safely and responsibly. - 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 is 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. - 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, engage in community outreach, 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 kaimahi 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 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"> • Level 5 Diploma or higher • New Zealand Certificate in Adult and Tertiary Teaching (Level 5) and Unit Standard 4098 or equivalent • Full and current NZ Driver License; Clean Police record • New Zealand Certificate in Adult Literacy and Numeracy in Education (Level 5) and/or proven industry experience in professional development <p><i>In exceptional circumstances, when Kaiako does not hold an adult teaching qualification or Unit standard 4098, they must complete this in their first year of employment.</i></p> <p>Experience:</p> <ul style="list-style-type: none"> • Minimum two years of proven experience in a related role teaching adult learner • Experience with online learning <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>Āhuetanga Māori:</p> <ul style="list-style-type: none"> • Actively engages in cultural activities and has an excellent understanding of āhuetanga Māori (values, culture and Tikanga) • Able to greet and acknowledge people in te reo Māori and pronounce Māori words correctly • Prepared to increase knowledge, understanding and everyday use of te reo and āhuetanga Māori and support other kaimahi in the same endeavour • Actively applies Te Wānanga o Aotearoa values in the workplace
<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"> • Teaching and instruction for individuals and groups • Taura focused achiever with sound planning and organisational skills, and good attention to detail • Effective speaking – talking to others to convey information effectively • Effective writing – communicating effectively in writing as appropriate for each audience • Demonstrated digital literacy skills e.g. MS Word, Excel, PowerPoint, email, Endnote, Turnitin • Monitoring and assessing performance to make improvements or take corrective action
<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>Critical Thinking Examines issues and ideas and then identifies a variety of assumptions and perspectives, including both for and against, good and bad.</p> <p>Developing Others Fosters the long-term learning or development of others.</p> <p>Expertise Has the underlying knowledge and skills necessary to perform a particular type or level of work activity. Typically reflects career-long experience in the job or occupational area.</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 roadblocks 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>