Te Wānanga o Aotearoa

A wānanga provided in Education and Training Act 2020, 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) Certificate in Digital Media and Design (Level 4)**
Uepū / Wāhanga *Department*	Arawhānui, Akoranga
Takiwā / Rohe *District*	**Based on Letter of Offer**
Wāhi Mahi *Location*	**Based on Letter of Offer**
Whakatau ki *Reports to*	Kaiwhakahaere Ako (Manager Education Delivery)
Māka Pūtea *Salary Grade*	**PR1-PR4 - depending on the qualification held**
Māngai Pūtea *Financial Delegation*	**N/A**
Wā Roanga *Tenure*	**Based on Letter of Offer**
Ngā Rōpu Whaihua *Functional Relationships*	Internal • Ako Takiwā Managers and Kaimahi • Other Uepū and Wāhanga Leads and Managers • Tauira • Te Puna Mātauranga (Head Office) External • Tauira whānau • Potential tauira • Members of the public when recruiting for tauira • Iwi, hapū • Community • Industry stakeholders, as required to maintain professional currency

---

Pūtake Tūranga - Role Purpose

The primary purpose of the role of the Kaiako is to teach tauira in the Certificate in Digital Media and Design programme 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 responsible for delivering the knowledge and sessions in key areas such as Graphic Design Fundamentals, Mātauranga Māori Design Philosophy and Tikanga, Online Media Design, and Portfolio Design. The role involves integrating cultural and ethical considerations that honour Te Tiriti o Waitangi, reflecting Te Ao Māori and Pacific perspectives throughout the programme. The Kaiako must possess advanced skills in digital media and a strong understanding of Indigenous pedagogies.

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 - Support in recruiting tauira in accordance with marau or programme entry requirements to achieve tauira class numbers	- Achieve tauira class numbers per enrolment plan with an expectation to meet educational outcomes
Planning - 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, and implement intervention strategies (e.g. 101 Retention Plan) or individualised education plans for tauira, in collaboration with tauira support	- 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 - 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 - 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	- Effective management of the learning environment that incorporates successful strategies to engage and motivate tauira appropriate to TWoA, is 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
Tauira Educational Outcomes - Engage and inspire tauira to complete their course - Take appropriate action to retain tauira enrolment for duration of the programme - Motivate and support tauira to achieve Educational Outcomes and graduate	- Achieve agreed Educational Outcomes for delivered programme, course, kōnae and unit standards
Monitoring, Assessment, Reporting - 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, and feedback, ensuring the confidentiality of all records	- 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

- 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	- 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
Personal & Professional Development - Undertake Kaimahi Ora conversations with the 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 a 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 the level required for this position	- Professional learning plan is completed, maintained and successfully undertaken, as agreed, to meet position requirements for credentials and programme delivery. - Any outstanding credential requirements at the start of a position must be completed within an agreed period - Level of Te Reo Māori proficiency for this position is achieved within the required timeframe
Kaiako Experience - Effectively utilise technology and automation, when possible, to provide streamlined access to capabilities and insights that positively impact day-to-day mahi - Utilise software that focuses on online multimedia design, including animation, digital video, and social media content creation - Possess a strong understanding and application of Mātauranga Māori design philosophy and tikanga, integrating cultural considerations into the curriculum - Effectively utilise technology and automation to streamline access to learning resources and capabilities - Stay abreast of current trends and developments in digital media to support and nurture a positive tauira experience - Ensure the programme remains relevant and aligned with industry practices - Demonstrate expertise in aligning contemporary digital media practices with Indigenous knowledge and values in the learning environment	- Teach vector graphics (Adobe Illustrator) and raster graphics (Adobe Photoshop) - Technology and automation are used to the best advantage - Conduct storytelling through pūrākau (legends) to enhance cultural understanding and narrative skills - Kaiako experiences are considered in all aspects of mahi undertaken - Trends are analysed and adapted to support the tauira experience - Aware of Māori symbology such as koru, patiki, mangōpare, kōwhaiwhai, and tukutuku panels, including their shape, form, pattern, colour, and functionality - Use the application of tikanga across various educational and professional contexts
Kaupapa Matua 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: - Actively familiarise themselves with Te Kaupapa Matua o Te Wānanga o Aotearoa and how this shapes and informs our actions - Uphold Te Wānanga o Aotearoa Values and Te Kaupapa Matua o Te Wānanga o Aotearoa	- 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

Stakeholder Relationships - Establish and maintain quality internal relationships with kaimahi across the TWoA - Establish and maintain meaningful strategic relationships with external networks including potential, new and existing clients in both the public and private sectors, 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 - Agree on a plan with the upline manager each year for establishing new and maintaining existing quality relationships with local employers	- Internal kaimahi relationships are established and maintained with effective communication and engagement and demonstrated outcomes - Quality 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 - Plan is successful, agreed, executed and reviewed to ensure continuous improvement to support a sustainable business model
Information Management - Meet the statutory responsibilities detailed in the Data, Information, and Records Management Tikanga Whakahaere	- Te Wānanga o Aotearoa records are created and maintained in corporate information systems, meeting specified information management standards and legislation
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 manual duties in a safe and responsible manner - Report faults per 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 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 - 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 pōwhiri, hosting visitors, recruitment drives and supporting other kaimahi in their roles	- 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:

Qualifications and Experience	Qualifications:
	Qualifications: • Diploma Level qualification in Digital Media and Design, or related subject, and demonstrates holding or showing equivalence for NZQA standards assessed in this programme • Qualification in Adult Tertiary Teaching (Level 5) or equivalent • Full and current NZ Driver's Licence (Class 1) *In exceptional circumstances, when kaiako do not hold an adult teaching qualification they must complete this in their first year of employment* **Experience:** • Minimum 2-5 years of experience in teaching Digital Media or related field. • Proven track record of professional experience in the relevant fields. • Previous experience teaching adults in a tertiary or professional education setting and the ability to assess Aromatawai. • A strong portfolio showcasing a range of professional work in graphic design, photography, online multimedia design (such as animation, digital video, social media content) and Mātauranga Māori design philosophy and tikanga. • Demonstrated ability to integrate practical experience with academic instruction • Intermediate administrative skills **Āhuatanga Māori:** • Actively engages in cultural activities and has an excellent understanding of āhuatanga Māori (values, culture and Tikanga) • Prepared to increase knowledge, understanding and everyday use of te reo and āhuatanga Māori and support other kaimahi in the same endeavour • Understands and is an advocate for using Te Wānanga o Aotearoa values in the workplace.
Technical Skills Are the specialised skills and abilities required for a particular role	• Advanced skills in industry-standard graphic design software (e.g., Adobe Creative Cloud/Suite: Photoshop, Illustrator, InDesign) to create a variety of outcomes across images, sounds, video and interactive media across platforms. • Advanced skills in animation software (e.g., Adobe Animate, After Effects, Blender). • Knowledge on digital photography principles such as pattern, balance, negative space, grouping, closure, colour, and light/shadow • Advanced experience with film creation tools and techniques (e.g., Final Cut Pro, Premiere Pro). • Specialist knowledge and experience of content creation for digital platforms (e.g., banner ads, multimedia presentations) and web development. • Specialist skills in social media platforms and tools (e.g., Facebook, Instagram, Twitter, analytics tools). • Knowledge and experience in Mātauranga Māori design philosophy and Tikanga.
Behavioural Skills and Attributes Behavioural Competencies are the role-specific behaviours and attitudes required by kaimahi (staff) to be successful in their roles	**Business Acumen** Understands the business; uses knowledge of the organisation and external markets to identify potential risks, threats and opportunities – demonstrates sound business sense. **Critical Thinking** Examines issues and ideas and then identifies a variety of assumptions and perspectives, including both for and against, good and bad. **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. **Decision Making** Makes quality decisions in a timely manner and under pressure.

Drive for Results
Steers self and others to achieve or exceed results; overcomes obstacles; drives performance; and has personal commitment to excellence and a focus on attaining goals.

Approachability
Makes others feel comfortable, welcomed and at ease should they need support, help or advice. Is perceived as helpful, genuine and amicable

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; and promotes confidence and optimistic attitudes.

Organising
Marshal's 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.

Relationship Management
Proactively develops and maintains effective internal and external relationships to facilitate the achievement of work goals.