Te Wānanga o Aotearoa

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 *Position*	**Kaiako – NZ Certificate in Māori Governance (Level 4)**
Uepū / Wāhanga *Department*	Akoranga
Takiwā / Rohe *District*	Te Puna Manaaki
Wāhi Mahi *Location*	As per Letter of Offer
Whakatau ki *Reports to*	Kaiwhakahaere Ako (Manager Educational Delivery)
Māka Pūtea *Salary Grade*	Hapori Whanui, PR1, PR2-2.5, PR3, or PR4 (Dependent on qualifications held)
Māngai Pūtea *Financial Delegation*	N/A
Wā Roanga *Tenure*	As per Letter of Offer

	Internal	External
Ngā Rōpu Whaihua *Functional Relationships*	• Akoranga • Other Uepū and Wāhanga Leads and Managers • Takiwā Managers and Kaimahi • Kaiako • Tauira	• Tauira whānau • Potential tauira • Members of the public when recruiting for tauira • Iwi, hapū and Community • Industry Sectors

Pūtake Tūranga - *Role Purpose*

The primary purpose of the Kaiako for NZ Certificate in Māori Governance is to play a critical role in inspiring and empowering tauira to understand and engage with the principles and practices of Māori governance, deeply rooted in Tikanga (customs) and kawa (protocols). This role involves fostering a learning environment that respects and elevates Māori values, encourages critical thinking, and cultivates leadership aligned with the mana (authority) and mātauranga (knowledge) of iwi, hapū, and whānau.

Key Performance Indicators	Success Factors
Tauira recruitment - Support the recruitment of tauira in accordance with marau or programme entry requirements to achieve minimum 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 and implement detailed teaching and learning plans aligned with curriculum objectives and tauira needs - Carry out regular formative assessments to ensure individual tauira needs are being met	- 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 - Written formative assessments identify tauira learning needs and how they are being addressed; positive tauira feedback
Delivery - Uphold and model tikanga and kawa in all teaching practices and interactions. - Facilitate learning experiences that honour Māori perspectives, values, and principles. - Encourage critical thinking and discussion around contemporary and traditional Māori governance issues. - 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) - Communicate with tauira on their progress - Integrate literacy and numeracy strategies into teaching practices to enhance tauira comprehension and capability in governance-related contexts.	- Positive student feedback on the relevance and engagement of course content. - Student feedback indicates a strong cultural connection and understanding of Māori perspectives. - Learning experiences are innovative, inclusive, and reflective of Māori tikanga and kawa. - Lesson plans are clear, comprehensive, and culturally relevant. - Literacy and numeracy elements are effectively integrated, demonstrated by improved student competencies in these areas. - Evidence of tauira communication
Tauira Educational Outcomes - Engage and inspire tauira to complete their course - Take appropriate action to retain tauira enrolment for the duration of the programme - Motivate and support tauira to achieve Educational Outcomes and graduate - Trains Tauira on Māori Governance Principles and practices.	- Tauira will demonstrate a comprehensive understanding of traditional and contemporary Māori governance principles, including tikanga (customs), kawa (protocols), and the role of iwi, hapū, and whānau in governance. - Achieve agreed Educational Outcomes for delivered programme, course, kōnae and unit standards - Tauira will apply their knowledge of Māori governance to analyse, evaluate, and provide solutions to governance-related issues within Māori communities.

Monitoring, Assessment, Reporting	
- Monitor and assess tauira progress and prepare assessment reports. - Use of 101 SISS to progressively record tauira results and attendance. - Assess and inform tauira of their attendance, assessment requirements and progress. - Mark all assessments, retain assessments as required, and submit samples per moderation schedule according to TWoA and NZQA requirements and timeframes. - 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. - 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.	- Assessment reports are completed on time, reflecting a clear analysis of tauira achievements and areas for improvement. - Reports are used to inform teaching practices and support individualized learning. - Accurate results and attendance are recorded in the 101 SISS system by due dates and in accordance with policy and procedures. - Timely submission of results per delivery schedule, moderation feedback completed, and 100% successful moderation achieved. - 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
Kaimahi Experience	
- Encourage and foster a productive environment that benefit 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.	- 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.
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 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.	- 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.
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 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 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, including KIT (Kaiako Investment Training (Kaiako Curriculum Induction)) hui. - Maintain professional learning plan to achieve professional currency and other position requirements - 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.	- 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. - Complete the necessary Kaiako training (e.g. Kaiako Investment Training, Te Whāriki) on programme aims, graduate outcomes and kōnae ako: marau content, administration, materials, delivery methods, assessment, moderation and evaluation/review (Aro)

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:** • Diploma or bachelor's degree in Māori / Business Studies or comparative equivalent • Certificate in Adult Tertiary Teaching (Level 5) or equivalent • Certificate in First Aid • Unit Standards: 4098, 11551 & 11552 • Full and current Driver's license (Class 1) required *In exceptional circumstances, when Kaiako do not hold an adult teaching qualification they must complete this in their first year of employment* **Experience:** • Minimum 5+ years' experience in Māori Governance, Leadership, and/or Related roles • Minimum 2+ years of adult teaching and/or facilitation. Whilst teaching experience is highly valued at TWoA, newly qualified Kaiako / Tutors with the relevant qualifications but with no or limited previous teaching experience will also be considered for employment • Experience delivering successful live online face-to-face classes using video conferencing platforms like Zoom, Teams, or the equivalent. • Intermediate administrative skills to manage student records effectively. **Āhuatanga Māori:** • Actively engages in cultural activities and has an excellent understanding of āhuatanga Māori (values, culture and tikanga) • Spoken and written te reo Māori fluency aligns with the programme being delivered with at least the ability 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 āhuatanga Māori and support other kaimahi in the same endeavour • Actively applies Te Wānanga o Aotearoa values in the workplace
Technical Skills Are the specialised skills and abilities required for a particular role	• Demonstrated experience working in te ao Māori governance contexts • Demonstrated understanding of mātauranga Māori and tikanga in practice • Familiarisation with governance legislation • Exceptional organisation, verbal, and written communication and interpersonal skills with the willingness to ask for, receive, and implement feedback
Behavioural Skills and Attributes Behavioural Competencies are the role specific behaviours and attitudes required by kaimahi (staff) to be successful in their roles	**Approachability** Makes others feel comfortable, welcomed and at ease should they need support, help or advice. Is perceived as helpful, genuine and amicable. **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. **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. **Self-Development** Expands and uses technical knowledge to help others and to improve personal capability. Can assess one's own level of development or expertise relative to their current job or as part of focussed career planning. **Teamwork** Works collaboratively with a group of people, in order to achieve a goal. **Technical Credibility** Uses technical knowledge, expertise and skills to perform effectively within a specific area or function.