



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)”.

<b>Tūranga</b> Position	<b>Kaiwhakahaere Ako</b> <b>Manager Educational Delivery</b>	
<b>Uepū / Wāhanga</b> Department	Ako	
<b>Takiwā / Rohe</b> District	Assigned Takiwā	
<b>Wāhi Mahi</b> Location	Assigned Location	
<b>Whakatau ki</b> Reports to	Kaiarataki Ako Lead Educational Delivery	
<b>Māka Pūtea</b> Salary Grade	LE7	
<b>Māngai Pūtea</b> Financial Delegation	Nil	
<b>Wā Roanga</b> Tenure	<b>Permanent</b>	
<b>Ngā Rōpu Whaihua</b> Functional Relationships	<u>Internal</u> <ul style="list-style-type: none"> <li>• Kaiako</li> <li>• Kairuruku</li> <li>• Takiwā Leadership</li> <li>• Tauira</li> </ul>	<u>External</u> <ul style="list-style-type: none"> <li>• Government Agencies</li> <li>• Monitors</li> </ul>

#### **Pūtake Tūranga - Role Purpose**

The primary purpose of the Kaiwhakahaere Ako is to provide effective leadership which inspires Kaiako (teaching staff) to deliver quality educational experiences to Tauira and Stakeholders. The Kaiwhakahaere Ako works closely with Kairuruku (National Programme Manager) to ensure the curriculum and graduate outcomes are achieved.

Key Performance Indicators	Success Factors
<p><b>People Leadership</b></p> <ul style="list-style-type: none"> <li>• Provide effective management that aligns with TWoA values and supports all direct reports.</li> <li>• Encourage direct reports to achieve excellence in teaching.</li> <li>• Ensure people management activities align with TWoA human resource policies and procedures.</li> <li>• Manage workforce levels to ensure talent shortages and surpluses have no impact on tauira experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct reports meet the minimum qualification requirements for their role.</li> <li>• Professional Development plans are in place for all direct reports and are monitored on a quarterly basis.</li> <li>• Direct reports meet 90% of KPIs set out in their position description and Kaimahi Ora conversations.</li> <li>• Newly appointed Kaiako complete the TWoA Induction Programme.</li> <li>• Monthly Kaimahi Ora conversations are held with all direct reports.</li> <li>• 100% compliance with human resources policies and procedures.</li> <li>• Unexpected employee turnover is equal to or less than 15%.</li> </ul>
<p><b>Quality Programme Management</b></p> <ul style="list-style-type: none"> <li>• In conjunction with the Kairuruku ensure stakeholder engagement initiatives are achieved.</li> <li>• Participate in the preparation for NZQA Degree Monitor visits and Programme Reviews</li> <li>• Assist with Kōmiti Āwhina hui and identification of appropriate members.</li> </ul>	<ul style="list-style-type: none"> <li>• Stakeholder requirements and expectations are captured.</li> <li>• Recommendations from previous NZQA Monitor reports have been met.</li> <li>• NZQA Monitor reports completed.</li> <li>• Allocated Kōmiti Āwhina action points are completed by the due date.</li> </ul>
<p><b>Quality Programme Delivery</b></p> <ul style="list-style-type: none"> <li>• Support and monitor the recruitment of tauira to achieve enrolment targets.</li> <li>• Manage and monitor the accuracy of academic records</li> <li>• Kaiako are trained and confident in using TWoA curriculum, resources and on-line management systems (e.g., iAkoranga).</li> <li>• Ensure post-assessment and moderation procedures are adhered to.</li> <li>• Kaiako deliver the programme in accordance with the marau and programme learning hours</li> <li>• Academic processes and procedures as outlined in Tikanga Ako are followed and adhered to for all academic related matters</li> </ul>	<ul style="list-style-type: none"> <li>• Enrolment targets are achieved.</li> <li>• Tauira attendance and assessment results are accurately recorded.</li> <li>• Tauira files are up to date and accurate</li> <li>• Kaiako and tauira are engaging in online management systems (e.g. iAkoranga / Akorau)</li> <li>• Assessments are administered in iAkoranga/Akorau by due dates and marked/resulted within required timeframes.</li> <li>• Programme delivery schedules and lesson plans are developed, implemented and monitored for each class.</li> <li>• Direct reports achieve: <ul style="list-style-type: none"> <li>- retention rates of 80%</li> <li>- course completion rates of 79%</li> <li>- graduation rates of 73%</li> </ul> </li> <li>• Final tauira results are entered into the system within two weeks from the programme end date.</li> <li>• 100% moderation compliance.</li> <li>• Consistency Reviews confirm programme delivery is meeting Graduate Outcomes.</li> </ul>

<b>Rangahau &amp; Ako Practices</b> <ul style="list-style-type: none"> <li>• Rangahau outputs support quality teaching.</li> <li>• Establish and support a cohesive approach to Ako practices.</li> <li>• Ensure Kaiako attend professional learning activities (e.g., KIT, Ako Wānanga, NCALNE, Moderation)</li> </ul>	<ul style="list-style-type: none"> <li>• Rangahau Plans are approved and in place for kaiako who teach degree and post-graduate programmes.</li> <li>• Rangahau Outputs meet deliverable dates.</li> <li>• Regular hui focus on improving teaching practice.</li> <li>• 100% attendance at professional learning activities.</li> </ul>
<b>Health and Safety</b> <ul style="list-style-type: none"> <li>• Comply with all health, safety and wellness policy and procedures</li> <li>• Recognise and address circumstances to prevent unhealthy or unsafe situations</li> <li>• Perform any manual duties in a safe and responsible manner</li> <li>• Report faults in accordance with policy</li> <li>• Process risk management forms and health and safety issues accordingly</li> </ul>	<ul style="list-style-type: none"> <li>• Health, safety and wellness policies and procedures are adhered to and complied with.</li> <li>• Risk minimisation assessment is completed and any identified mitigation action taken</li> <li>• Zero harm while carrying out duties and programme delivery meets all safety standards as outlined in policy and procedures.</li> <li>• Faults are reported immediately to relevant personnel</li> <li>• Offsite Activity forms accurately reflect risks and health and safety issues and are approved within 24 hours from receipt.</li> </ul>
<b>Other Duties</b> <ul style="list-style-type: none"> <li>• Undertake other duties as required by the employer provided the kaimahi has the required skills and qualifications</li> <li>• Undertake professional development as identified</li> <li>• Attend hui kaimahi as requested</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Requests by the employer are undertaken</li> <li>• Professional development is undertaken as agreed</li> <li>• Hui are attended as required</li> <li>• Positive engagement in activities that contribute to the overall functionality and operation of Te Wānanga o Aotearoa</li> </ul>

*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:

<p><b><u>Qualifications and Experience</u></b></p>	<p><b>Qualifications:</b></p> <ul style="list-style-type: none"> <li>• Bachelor Degree in Education or Management or Commerce</li> <li>• Certificate in Adult Tertiary Teaching (Level 5)</li> <li>• Assessment and moderation standards (4098,11281,18203) or NZ Certificate in Assessment Practice (Level 4)</li> <li>• Membership or registration of a professional body if the qualification requires it (e.g., SWRB or Teacher Registration)</li> <li>• Full Drivers Licence (Clean – Class 1)</li> </ul> <p><b>Experience:</b></p> <ul style="list-style-type: none"> <li>• 5+ years managing staff in a tertiary education environment</li> <li>• 5 + years delivering quality education</li> <li>• 3+ years teaching experience</li> </ul> <p><b>Āhuatanga Māori</b></p> <ul style="list-style-type: none"> <li>• Actively engages in cultural activities and has an excellent understanding of Āhuatanga Māori (values, culture and tikanga)</li> <li>• Able to understand and converse in Te Reo Māori (TARM level 4 or equivalent qualification)</li> <li>• Spoken and written Te Reo Māori fluency aligns with the programme being delivered</li> <li>• Understands and is an advocate for using Te Wānanga o Aotearoa values in the workplace</li> </ul>
<p><b><u>Technical Skills</u></b></p> <p>Are the specialised skills and abilities required for a particular role</p>	<ul style="list-style-type: none"> <li>• In-depth understanding of external agency compliance requirements.</li> <li>• In-depth understanding of funding mechanisms and the NZ Qualifications Framework</li> <li>• In-depth understanding of educational delivery to adults</li> <li>• Proven capability as a people manager</li> <li>• Proven understanding of work force resource planning</li> <li>• Proven project management and planning skills</li> <li>• Intermediate user knowledge of Microsoft Office Suite</li> <li>• Understanding of blended and online learning platforms</li> </ul>
<p><b><u>Behavioural Skills and Attributes</u></b></p> <p>Behavioural Competencies are the role specific behaviours and attitudes required by kaimahi (staff) to be successful in their roles</p>	<p><b>Business Acumen</b> - Understands the business; uses knowledge of the organisation and external markets to identify potential risks, threats and opportunities – demonstrates sound business sense.</p> <p><b>Effective Leadership</b> - Leads positive work practices, models and practises tikanga and waiuatanga Māori to support staff members and create opportunities for others.</p> <p><b>Expertise</b> - 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><b>Law and Government</b> - Obtains, understands and applies job related legislation appropriately for individuals and the organisation.</p> <p><b>Motivating Others</b> - 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.</p> <p><b>Organising</b> - Marshals resources (people, funding, materials and support) to get things done; orchestrates multiple activities at once to accomplish a</p>

	goal; uses resources effectively and efficiently; and arranges information to a high standard.
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