

A wānanga as provided under section 398D of the Education and Training Act 2020, is characterised by “Māori, and 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 contribute to the setting of international indigenous standards of teaching and intellectual endeavours”

Tūranga <i>Position</i>	Kaiako – Literacy and Numeracy Support Services (LNSS)	
Uepū / Wāhanga <i>Department</i>	Ako / Educational Services Corrections	
Takiwā / Rohe <i>District</i>	Te Puna Manaaki -	
Wāhi Mahi <i>Location</i>	Ara Poutama Aotearoa/ Department of Corrections Facilities and Te Wānanga o Aotearoa Campus	
Whakatau ki <i>Reports to</i>	Manager – Educational Services Corrections	
Māka Pūtea <i>Salary Grade</i>	ESC	
Māngai Pūtea <i>Financial Delegation</i>	N/A	
Wā Roanga <i>Tenure</i>	As per Letter of Offer	
Ngā Rōpū Whaihua <i>Functional Relationships</i>	<u>Internal</u> <ul style="list-style-type: none"> • Kaimahi within Ako • Takiwā Management and Kaimahi • Tauira 	<u>External</u> <ul style="list-style-type: none"> • Whānau and Supporters • Iwi / Hapū • Pasifika Elders • Community • Ara Poutama Aotearoa/ Department of Corrections staff

Pūtake Tūranga - Role Purpose

The primary function of the Kaiako LNSS is to provide specialist subject knowledge in order to deliver Literacy and Numeracy support services to support learners within the prison environment to gain appropriate literacy and numeracy skills, life skills and vocational skills to enable them to pathway into further education. Teaching involves, but is not limited to, developing Individual Learning Plans, lesson plans, presenting material to tauira, responding to tauira learning needs, and evaluating tauira progress.

Key Performance Indicators	Success Factors
<p>Planning</p> <ul style="list-style-type: none"> - Develop Individual Learning Plans (ILP) for each tauira after a week of being in class or following one-to-one sessions, utilizing the initial LNAAT assessments and strand and progression charts to inform the ILP - Update the ILPs at least every two weeks and upload to the relevant SharePoint folder - Develop and update lesson plans in advance for the week ahead and upload into relevant folder on SharePoint for each class - Develop teaching materials as required to support learning 	<ul style="list-style-type: none"> - The LNAAT assessments and strand and progression charts are utilised to inform the ILP and this is developed for each tauira within 7 days of starting Te Ara Hihiri - Individual Learning Plans are reviewed and updated at least every two weeks, are uploaded to the correct folder and fully reflect the tauira learning journey - Lesson plans fully developed and updated following the LNSS proforma and uploaded to SharePoint each Friday - Relevant and appropriate teaching materials are developed as required
<p>Delivery and Assessment</p> <ul style="list-style-type: none"> - Promote and implement a collaborative, inclusive and supportive learning environment - Deliver the Te Ara Hihiri 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 - LNAAT progress assessments are administered at appropriate time as agreed with Manager and in accordance with the Te Ara Hihiri assessment process - Provide programme and delivery feedback where appropriate 	<ul style="list-style-type: none"> - 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 and lessons show variety of approaches and teaching techniques - Tauira have explained and understand the assessment process within the framework of the programme - Assessments follow the prescribed process and are completed in the agreed timeframe - Continuous improvement is employed to provide smarter, faster better ways of providing value add services

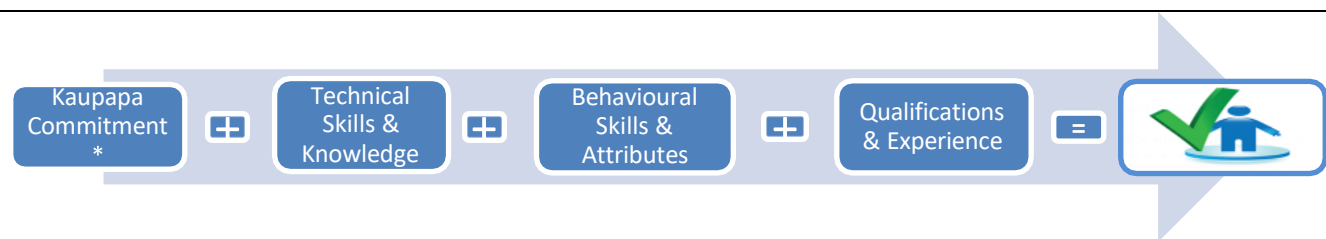
<p>Retention, Achievement and Completion</p> <ul style="list-style-type: none"> - Plan classes in alignment with ESC Te Ara Hihiri processes and to foster the full engagement of tauira throughout the duration of the programme (within your control) - Motivate learning through the use of appropriate methods (eg. Visual aids, games, tools etc) - Communicate with tauira on their progress and encourage tauira to take responsibility for their own learning and behaviour - Follow up non-attendance with site / tauira in timely manner 	<ul style="list-style-type: none"> - Classes are aligned with ESC Te Ara Hihiri processes and academic success in retention and completion rates meets the required standard - Evidence of quality of teaching from ILPs, observations and comments - Positive feedback and evidence of regular communication with tauira - Communication with the site is evident for non-attendance
<p>Monitoring and Reporting</p> <ul style="list-style-type: none"> - Complete reporting requirements in accordance with reporting practices and schedules - Document, monitor and report on daily activities and progress of delivery as required - Complete Attendance Record Sheet (AR) at the end of each day - Report cancellations, issues affecting delivery, including health and safety concerns and other impacts on delivery, to Manager at the end of each day - Complete an EPIF for each exited tauira within two working days of exit, send to Manager for approval and amend as identified by Manager 	<ul style="list-style-type: none"> - Reports adhere to all requirements of reporting and are provided in agreed timeframes - Reports contain all relevant material and are presented in the correct format and as required - ARs are completed daily as required - All issues impacting delivery are reported daily to the Manager - EPIFs and required amendments are completed within the agreed timeframes
<p>Stakeholder Relationships</p> <ul style="list-style-type: none"> - Build and maintain quality relationships with relevant internal and external stakeholders to enhance overall service and customer satisfaction - Maintain the highest standard of personal integrity to maintain and enhance the reputation of TWoA - Practice and apply Ngā Uara & Ngā Takepū within day to day duties and challenge behaviour which does not meet ethical standards - Work collaboratively with other uepū and stakeholders (external and internal) to improve overall service - Work collaboratively with external stakeholders to maximise efficiencies of the services TWoA delivers 	<ul style="list-style-type: none"> - Quality relationships established and maintained with relevant internal and external stakeholders - Behaviours demonstrate the highest standard of personal integrity that promotes credibility of self and TWoA - It is evident throughout practice that Ngā Uara & Ngā Takepū are carried out consistently - Relationships across TWoA are maintained and improve service levels - Relationships are underpinned by trust and collaboration

<p>Personal and Professional Development</p> <ul style="list-style-type: none"> - Attend regular one-to-one hui with Manager and participate in kamahi ora kōrero as required - Attend and participate in all team meetings and Friday practice sessions as required by your Manager - Take part in identified professional development/ training/ coaching - Attend and participate in the ESC annual 3-day National Wānanga 	<ul style="list-style-type: none"> - Scheduled hui with Manager are attended - Team meetings scheduled practice sessions are attended - Professional development activities are undertaken with all requirements met - The annual ESC 3 day wānanga is attended as required
<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 this 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>Information Management</p> <ul style="list-style-type: none"> - Meets 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
<p>Health and Safety</p> <ul style="list-style-type: none"> - Adhere at all times to Ara Poutama Aotearoa Health and Safety policies and perform any duties in a safe and responsible manner when undertaking mahi on site - Comply with all health, safety and wellness policy and procedures - Recognise and address circumstances to prevent unhealthy or unsafe situations - Classes are delivered in accordance with all safety 	<ul style="list-style-type: none"> - All induction and procedural requirements as stated by Ara Poutama Aotearoa and the prison are completed and adhered to - 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

standards and policies and procedures <ul style="list-style-type: none"> - Report faults in accordance with policy - Process risk management forms and health and safety issues in accordance with TWoA and Ara Poutama Aotearoa policies and procedures 	outlined in TWoA and Dept of Corrections policies and procedures <ul style="list-style-type: none"> - Faults are reported immediately to relevant personnel - Forms are completed that accurately reflect risks and health and safety issues within agreed timeframes
Other Duties <ul style="list-style-type: none"> - Operate within delegated authorities at all times - Abide by all relevant Department of Corrections/ Ara Poutama Aotearoa Policies and Procedures while working on site - 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 	<ul style="list-style-type: none"> - Delegated authorities are complied with at all times - Department of Corrections/ Ara Poutama Aotearoa Policies and Procedures are abided by 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.



<p><u>Qualifications and Experience</u></p>	<p>Qualifications:</p> <ul style="list-style-type: none"> • National Certificate in Adult Literacy and Numeracy Education (Vocational) • Desirable - NZ Certificate in Assessment Practice • Certificate in Te Reo Māori/ Tikanga level 2/4 or equivalent knowledge • Full NZ Drivers Licence (Clean – Class 1) <p>Experience:</p> <ul style="list-style-type: none"> • Proven experience successfully delivering literacy and numeracy training • ESOL teaching experience an advantage • Teaching or facilitation experience, working with offenders (Ara Poutama Aotearoa/ Department of Corrections context) <u>or</u> foundation level learners <p>Āhuatanga Māori:</p> <ul style="list-style-type: none"> • Willing to participate in cultural activities and motivated to develop an understanding of āhuatanga Māori (values, culture and tikanga) • Understands and uses basic Te Reo Māori phrases, mihi and greetings (TARM level 2 or equivalent qualification) • Prepared to increase knowledge, understanding and everyday use of te reo and āhuatanga Māori and support other kaimahi in the same endeavour • Embraces a Māori world view underpinned by the values of Te Aroha, Te Whakapono, Ngā Ture and Kotahitanga
<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"> • Excellent relationship management skills • Excellent planning and facilitation skills • Effective Speaking skills – talking to others to convey information effectively • Effective Writing skills – communicating effectively in writing as appropriate for the needs of the taura • Knowledge of the principles and methods for curriculum and training design in the relevant subject area • Proven ability in the teaching and instruction of individuals and groups • Ability to adjust to appropriate communication styles as needed • Ability to modify approach and behaviour in respect to the cultural and/or religious values of the taura • Sound understanding of the measurement of training effects • Sound administrative and computing skills • Intermediate user knowledge of Microsoft suite of applications (ie. Outlook, Excel, Word, Power Point) • Proven ability in monitoring and assessing performance to make improvements or

	<p>take corrective action</p> <ul style="list-style-type: none"> • Proven ability to record results and produce reports as required • Accurate data entry • High standard of personal appropriate presentation and willingness to comply with any dress code set by the prison regulations
<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>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 with pride.</p> <p>Communication Clearly and confidently communicates information, ideas and concepts. Listens responsively and openly, clarifying for understanding. Effectively interprets, summarises and presents information in written and oral forms. Writes clearly, concisely and logically using language that is understood by the reader.</p> <p>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.</p> <p>Integrity and Honesty Establishes credibility and trustworthiness through appropriate actions; and is considered consistent; dependable and honest.</p> <p>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.</p> <p>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.</p> <p>Relationship Management Proactively develops and maintains effective internal and external relationships to facilitate the achievement of goals.</p> <p>Social Perceptiveness Awareness of others' reactions and understands why they react as they do.</p> <p>Commitment Positively motivated to work with tauira in the prison environment. Supports and values the organisations values. Adopts a culture of continuous improvement</p> <p>Understanding Senses group dynamics such as positioning, intentions and needs, what they value and how to motivate them.</p>