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| 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 - New Zealand Certificate in Tikanga (Level 2)** *(Corrections Delivery only)* | |
| **Uepū / Wāhanga / Department:** | Ako | Educational Services Corrections | |
| **Takiwā / Rohe / District:** | Te Puna Manaaki | |
| **Wāhi Mahi / Location:** | As per letter of offer | |
| **Reports to:** | Head - Educational Services Corrections | |
| **Whakatau ki / Direct reports:** | N/A | |
| **Indirect Reports:** | N/A | |
| **Māka Pūtea */* Salary Grade:** | ESC | |
| **Wā Roanga / Tenure:** | As per letter of offer | |
| Key Relationships: | **Internal:** | * Te Wānanga o Aotearoa (TWoA) kaimahi * Takiwā management * National Delivery Teams |
| **External:** | * Whānau and Supporters * Iwi / Hapū * Pasifika Elders * Community * Ara Poutama Aotearoa/ Department of Corrections staff |

**Pūtake Tūranga / Role Purpose:**

The primary purpose of the Kaiako is to teach tauira the New Zealand Certificate in Tikanga (Level 2). 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. This role will provide tauira with knowledge in te reo Māori and tikanga.

| **Key Responsibilities** | **Deliverables / Accountabilities** |
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| **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 * Carry out regular formative assessment to ensure individual tauira needs are being met * Identify, develop, implement intervention strategies (e.g. 101 Retention Plan) or individualised education plans for tauira, in * collaboration with Prison education team | * 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 * Communicate with tauira on their progress * 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, are 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 |
| **Monitoring, Assessment, Reporting**   * Use the online learning management system (iAkoranga) to progressively record tauira assessment results * Use 101 SISS to 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, feedback, ensuring confidentiality of all records * Collaborate with tauira and TWoA administration, or Prison Education team, to determine tauira needs, develop tutoring plans, assess tauira progress, follow up on attendance that is recorded in the Retention Plan | * Accurate results and attendance are recorded in the online learning management system (iAkoranga) and 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 * 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 |
| 1. **Tauira Educational Outcomes**  * Engage and inspire tauira to complete their course * Take appropriate action to retain tauira enrolment for duration of programme * Motivate and support tauira to achieve Educational Outcomes and graduate | * Achieve agreed Educational Outcomes for delivered programme, course, kōnae and unit standards |
| 1. **Personal & Professional Development**  * Undertake Kaimahi Ora conversations with 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 professional learning plan to achieve professional currency and other position requirements * Effective working relationship with Programme Manager to maximise delivery and quality improvement e.g. resource development, assessments, upskilling, marau/tikanga ako   Undertake Te Reo Māori Proficiency training to achieve level required for this position | * Professional learning plan is completed, maintained and is successfully undertaken, as agreed, to meet position requirements for credentials and programme delivery * Any outstanding credential requirements at start of a position must be completed within an agreed period * Level of Te Reo Māori proficiency for this position is achieved within required timeframe |
| **Stakeholder Relationship Management & Collaboration**   * 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 | * Quality relationships established and maintained with relevant internal and external stakeholders * Behaviours demonstrate the highest standard of personal al 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 |
| **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. * Participate in activities associated with the culture of our organisation (i.e pōwhiri, karakia, waiata). | * 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. |
| **Information Management** | * Create and manage records of TWoA activities in accordance with TWoA privacy, data, information, and records management policies and procedures. |
| **Health and Safety** | * Comply with all health, safety and wellness policy and procedures. * Recognise and address circumstances to prevent unhealthy or unsafe situations. |
| **Other Duties** | * Undertake other duties as required by the employer provided the kaimahi has the required skills and qualifications. |
| The kaimahi shall be required to exercise all their skills and knowledge to achieve the position objectives and follow any current or future procedures and policies related to achieving them.  The responsibilities and expectations outlined in this position description may alter as business needs change. In addition, specific objectives and outcomes will be agreed upon with the upline manager on an annual basis. | |

**Person specification**

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| **Qualifications:** | * Diploma in Mātauranga Māori (Level 5) or a related subject * Certificate in Adult Teaching (Level 5) or equivalent * Full NZ Drivers Licence (Class 1) |
| **Essential Skills and Experience:** | * At least 3 years’ experience working with iwi, hapu or marae projects, AND * At least 3 years’ experience teaching adults * Proficient with learning management systems (LMS), virtual classroom platforms, and other educational technologies   *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.*  **Membership / Affiliations**  Affiliation to Tainui or Maniapoto hapū or iwi or marae |
| **Āhuatanga Māori** | Knowledgeable in te ao Māori (Māori World) and is seen as a leader for 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  Embraces a Māori world view underpinned by the values of Te Aroha, Te Whakapono, Ngā Ture and Kotahitanga |
| **Essential Attributes:** | **Approachability**  Makes others feel comfortable, welcomed and at ease should they need support, help or advice. Is perceived as helpful, genuine and amicable.  **Listening**  Practises attentive and active listening, has the patience to hear people out and is perceived to have good rapport and reputation by others.  **Time Management**  Uses time effectively and efficiently; concentrates efforts on the most important priorities; and independently handles several tasks at once.  **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.  **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.  **Conflict Management**  Identifies and takes steps to prevent potential situations that could result in unpleasant confrontations. Manages and resolves conflicts and disagreements in a positive and constructive manner to minimize negative impact.  **Creativity**  Generates many new and unique ideas and ways to implement these ideas successfully; and is seen as original and value-adding in brainstorming settings.  **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. |