

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)”.

Tūranga Position	Kaiako Te Rōnakitanga ki te Reo Kairangi (Kaupae 5)	
Uepū / Wāhanga Department	Aramātauranga (Educational Delivery Services)	
Takiwā Region	As per letter of offer	
Wāhi Mahi Location	As per letter of offer	
Whakatau ki Reports to	Takiwā Ako Manager	
Māka Pūtea Salary Grade	PR1 - PR2 - PR3 - depending on relevant qualifications	
Māngai Pūtea Financial Delegation	N/A	
Wā Roanga Tenure	As per individual Rohe Requirements	
Ngā Rōpū Whaihua Functional Relationships	<u>Internal</u> <ul style="list-style-type: none"> • Taura (students) • Takiwā kaimahi (region staff) • Te Puna Mātauranga 	<u>External</u> <ul style="list-style-type: none"> • Taura whānau (student’s families) • Potential taura • Community • Iwi / hapū • Members of the public (taura recruitment)

Pūtake Tūranga - Role Purpose

The role of the kaiako is to teach taura Te Rōnakitanga ki te Reo Kairangi (Kaupae 5). Teaching involves but is not limited to; developing lesson plans, presenting material to taura, responding to taura learning needs, and evaluating taura progress. Rangahau is a requirement for kaiako delivering degree programmes and is encouraged for all kaiako.

Key Performance Indicators	Success Factors
Recruit for taura in order to achieve taura class numbers	<ul style="list-style-type: none"> • <i>Achievement of class numbers and retention once classes have started</i>
Plan for tutoring sessions according to taura needs and goals	<ul style="list-style-type: none"> • <i>Plans are completed in a professional and timely manner</i>
Identify, develop, or implement intervention strategies, lesson plans, or individualised education plans for taura	<ul style="list-style-type: none"> • <i>Written evidence of intervention strategies and positive feedback from taura</i>
Develop teaching materials such as handouts and study materials as required to support learning	<ul style="list-style-type: none"> • <i>Evidence of quality handouts and study material</i>
Present plans and conduct discussions to increase taura knowledge and competence by using relevant visual aids, video tapes, music, tools or other relevant methods that motivate learning	<ul style="list-style-type: none"> • <i>Positive feedback from taura, retention and graduation rates</i>
Communicate with taura on their progress, in person, by phone, email or iAkoranga.	<ul style="list-style-type: none"> • <i>Positive feedback from taura and evidence of communication with taura</i>
Collaborate with taura and TWoA administration, or student support team members to determine taura needs, developing tutoring plans, or assess Taura progress	<ul style="list-style-type: none"> • <i>Positive feedback from taura, TWoA colleagues and graduation rates</i>
<p>Assess taura progress throughout tutoring sessions</p> <ul style="list-style-type: none"> - Arrange/facilitate taura study skills support - Provide individual instructions to individuals or small groups of taura to improve academic performance 	<ul style="list-style-type: none"> • <i>Positive feedback from taura and proof of academic success in terms of retention and graduation rates</i>
Plan and supervise Noho, Wānanga	<ul style="list-style-type: none"> • <i>Safe and timely planning of transport, catering of Noho, Wānanga and field trips</i>
Maintain records of Taura assessment results, attendance registers, progress, feedback, end of course graduation rates ensuring confidentiality of all records	<ul style="list-style-type: none"> • <i>All taura administration is completed in accordance with the standards set by Te Wānanga o Aotearoa (TWoA), and submitted by due dates</i>
Compliance and observance of TWoA and external agencies policies and academic / enrolment regulations	<ul style="list-style-type: none"> • <i>Enrolment and academic requirements are met in the specified time frames and as outlined in the applicable policies</i>
Use of 101 SISS to record results and attendance progressively	<ul style="list-style-type: none"> • <i>Accurate results and attendance is recorded in the 101 SISS system within the specified timeframes and in accordance with policy and procedural guidelines</i>
<p>Health and Safety</p> <ul style="list-style-type: none"> - Recognise and address circumstances to prevent unhealthy or unsafe situations - Perform any manual duties in a safe and responsible manner 	<ul style="list-style-type: none"> • <i>Adherence to all Safety and Wellness policies and Procedures.</i> • <i>Faults are reported immediately to relevant personnel</i> • <i>Zero harm while carrying out duties</i>

Other Duties

- 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

- *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.

Person Specification: Kaiako - Te Rōnakitanga ki te Reo Kairangi (Kaupae 5)

<p><u>Qualifications and Experience</u></p>	<p>Qualifications:</p> <ul style="list-style-type: none"> • Te Aupikitanga Level 6 Diploma or demonstrated equivalent experience, or; Te P nakitanga ki Te Reo Kairangi Level 7 Diploma, or; a degree in M tauranga M ori, if delivered in and/or assessed in Te Reo M ori, or; Te Panekiretanga o te Reo. • A written endorsement from a Māori organisation and / or recognised kaumātua confirming an advanced ability and knowledge of te reo me ngā āhuatanga Māori may be considered in lieu of a recognised qualification in Mātauranga Māori • NZ Certificate in Adult Teaching (Level 5) or equivalent • National Certificate in Literacy and Numeracy (Level 5) (Vocational) • Full NZ Drivers' Licence (Class 1) <p>Experience (Desirable):</p> <ul style="list-style-type: none"> • 3+ years' experience teaching full immersion te reo Māori • 3+ years' experience teaching adults <p>Āhuatanga Māori:</p> <ul style="list-style-type: none"> • Actively engages in cultural activities and has an excellent understanding of Āhuatanga Māori (values, culture and tikanga) • Fluent in spoken and written te reo Māori and can provide guidance and leadership in this area
<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"> • Knowledge of principles and methods for curriculum and training design in the relevant subject area • Teaching and instruction for individuals and groups • Engaging with and teaching various levels of Māori language ability • Catering to a variety of learning needs • Measurement of training effects • Effective speaking – talking to others to convey information effectively • Effective writing – communicating effectively in writing as appropriate for the needs of the taura • Administrative and computing skills • Monitoring and assessing performance to make improvements or take corrective action
<p><u>Knowledge & Ability</u></p> <p>Are the role specific abilities and knowledge required for this position</p>	<p>Extensive knowledge & Ability in the following areas:</p> <ul style="list-style-type: none"> • Grammatical sentence structures in a wide range of contexts at Level 5 (Hokinga Mahara) • Extensive knowledge of language patterns at an intermediate-advanced level (Ngā Āhuatanga o te Reo) • Historical events and traditional texts such as whakataukī, pakiwaitara, pūrākau (Kōrero Nehe) • Understanding pūrākau in relation to the taiao (Te Taiao) • Migration stories (Te Hekenga o Ngā Waka) • Historical and current events and the application of rangahau (Whakapūrongo) • Interpreting the use of metaphorical language (Kupu Whakanikoniko) • Significance of the marae and various roles and responsibilities (Te Marae) • Dialect differences

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.

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.

Attention to Detail

Achieves thoroughness and accuracy when accomplishing a task through concern for all the areas involved.

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.

Initiative

Is proactive and looks at improving current systems and processes, looks at things in new and better ways.

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.