



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 <i>Position</i>	Kaiako He Puāwai Certificate in Adult and Tertiary Teaching Level 5	
Uepū / Wāhanga <i>Department</i>	Aramātauranga (Educational Delivery Services)	
Takiwā / Rohe <i>District</i>		
Wāhi Mahi <i>Location</i>		
Whakatau ki <i>Reports to</i>	Takiwā Ako Manager	
Māka Pūtea <i>Salary Grade</i>	PR1, PR2, PR3 depending on qualifications held	
Māngai Pūtea <i>Financial Delegation</i>	N/A	
Ngā Rōpu Whaihua <i>Functional Relationships</i>	<u>Internal</u> • Tauira (students) • Takiwā kaimahi (staff within a region) • Te Puna Mātauranga	<u>External</u> • Tauira Whānau (student’s families) • Potential tauira • Community • Iwi / hapū • Members of the public when recruiting for tauira

Pūtake Tūranga - Role Purpose

The role of this kaiako is to teach tauira in the Certificate in Adult and Tertiary Teaching (Hepuānai) programme. Teaching involves but is not limited to developing lesson plans, presenting material to Tauira, responding to tauira learning needs, and evaluating tauira progress.

Rangahau / Research is a requirement for Kaiako delivering degree programmes and is encouraged for all Kaiako.

Key Performance Indicators	Success Factors
Plan for tutoring sessions according to tauira needs and goals	Plans are completed in a professional and timely manner
Maintain records of tauira assessment results, attendance registers, progress, feedback, end of course graduation rates ensuring confidentiality of all records	All tauira administration is completed in accordance with the standards set by Te Wānanga o Aotearoa (TWoA), and submitted by due dates
Identify, develop, or implement intervention strategies, lesson plans, or individualised education plans for tauira	Written evidence of intervention strategies and positive feedback from tauira
Develop teaching materials such as handouts and study materials as required to support learning	Evidence of quality handouts and study material
Present plans and conduct discussions to increase tauira knowledge and competence by using relevant visual aids, video tapes, music, tools or other relevant methods that motivate learning	Positive feedback from tauira, retention and graduation rates
Communicate with tauira on their progress, in person, by phone or email	Positive feedback from tauira and evidence of communication with tauira
Collaborate with tauira and TWoA administration, or student support team members to determine Tauira needs, developing tutoring plans, or assess Tauira progress	Positive feedback from tauira, TWoA colleagues and graduation rates
Assess tauira progress throughout tutoring sessions - Teach tauira study skills and note taking skills - Provide individual instructions to individuals or small groups of tauira to improve academic performance	Positive feedback from tauira and proof of academic success in terms of retention and graduation rates
Plan and supervise Noho, Wānanga, Field Trips e.g. Kaihoe Waka, Waka Ama, Sports Programmes	Safe and timely planning of transport, catering of Noho, Wānanga and field trips
Recruit for tauira in order to achieve tauira class numbers	Achievement of class numbers and retention once classes have started
Rohe specific KPI's: Use of 101 SISS to record results and attendance progressively	Rohe Specific Success Factors: Accurate results and attendance is recorded in the 101 SISS system within the specified timeframes and in accordance with policy and procedural guidelines

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 - 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	• 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.

Person Specification:

<u>Qualifications and Experience</u>	Qualifications: • New Zealand Diploma in Adult and Tertiary Teaching (Level 6); or Te Pōkairua o te Mātauranga me te Whakangungu Pakeke (level 6); or Diploma in Adult Education (level 6) • Unit standards 4098, 11281, 18203 Experience: • 3+ years' proven experience working with adult learners Whilst teaching experience is highly valued at TWoA, newly qualified kaiako with the relevant qualifications but with no or limited previous teaching experience will also be considered for employment. Āhuatanga Māori: • Able to understand and converse in te reo Māori (TARM level 4 or equivalent qualification) • Engages in cultural activities and has a sound understanding of 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 • Actively applies Te Wānanga o Aotearoa values in the workplace
<u>Technical Skills</u> Are the specialised skills and abilities required for a particular role	• Knowledge of principles and methods for curriculum and training design in the relevant subject area • Teaching and Instruction for individuals and groups • 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 Tauira • Advanced digital literacy skills • This programme is partially supported online so knowledge of online learning platforms and/or a demonstrated commitment to engage in professional development regarding Moodle (iAkoranga) • Monitoring and assessing performance to make improvements or take corrective action
<u>Behavioural Skills and Attributes</u> 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. 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. Listening Practises attentive and active listening, has the patience to hear people out and is perceived to have good rapport and reputation by others. 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. Time Management Uses time effectively and efficiently; concentrates efforts on the most important priorities; and independently handles several tasks at once.
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