

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 <i>Position</i>	Kaiako - Te Tohu Tiaki Taonga (Kaupae 5)	
Uepū / Wāhanga <i>Department</i>	Akoranga (Educational Delivery Services)	
Takiwā / Rohe <i>District</i>	As confirmed in the letter of offer	
Wāhi Mahi <i>Location</i>	As confirmed in the letter of offer	
Whakatau ki <i>Reports to</i>	Takiwā Ako Manager	
Māka Pūtea <i>Salary Grade</i>	PR1, PR2, PR2.5, PR3, PR4 (Dependant on qualifications)	
Māngai Pūtea <i>Financial Delegation</i>	N/A	
Wā Roanga <i>Tenure</i>	As confirmed in the letter of offer	
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 - Industry stakeholders, as required to maintain professional currency

Pūtake Tūranga - Role Purpose

The primary purpose of the role is to teach tauira Te Tohu Tiaki Taonga (Kaupae 5). 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. Kaiako are required to be appropriately skilled and qualified to teach at TWoA. This entails a combination of being skilled in TWoA indigenous teaching practices and holding appropriate tertiary credentials to meet delivery and sector requirements.

NOTE: Kaimahi (staff) employed in this role who have tauira (students) under 18 years of age are required to be safety checked in accordance with the Vulnerable Children Act 2014

Key Performance Indicators	Success Factors
Tauira recruitment - Recruit tauira in accordance with marau or programme entry requirements to achieve tauira class numbers	- Achieve tauira class numbers per enrolment plan with an expectation to meet Educational Outcomes
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 - Plan and supervise tauira activities e.g. transport, Noho, Wānanga, Field Trips - 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 tauira support	- 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	- 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

- 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	- 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 of 101 SISS to progressively 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 student support team members, 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 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
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

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 Kairuruku 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
Kaimahi Experience - Encourage and foster a productive environment that benefit all kaimahi. - Effectively utilise technology and automation, when possible, to provide streamlined access to capabilities and insights that positively impact day-to-day mahi. - Support kaimahi experience and ensure that kaimahi feel connected, empowered, well-informed and have great experiences at mahi. - Stay abreast to current trends and developments to support and nurture kaimahi experience.	- Kaimahi are secure in the environment they work. - Technology and automation is used to the best advantage. - Kaimahi experiences are considered in all aspects of mahi undertaken. - Trends are analysed and adapted to support the kaimahi experience.
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.	- 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

- Uphold Te Wānanga o Aotearoa Values and Te Kaupapa Matua o Te Wānanga o Aotearoa.	Wānanga o Aotearoa its vision, mission, and philosophy.
Stakeholder Relationships - Establish and maintain quality internal relationships with kaimahi across the TWoA. - Establish and maintain meaningful strategic relationships with external networks and other relevant external groups. - Act according to a clear set of ethical principles aligned with TWoA Ngā Uara and challenge behaviour which does not meet ethical standards.	- Internal kaimahi relationships are established and maintained with effective communication and engagement and demonstrated outcomes. - Quality relationships established and maintained (underpinned by trust and mutually beneficial outcomes) with external stakeholders. - A professional and honourable reputation is maintained for the team on behalf of TWoA in all aspects and areas.
Information Management - Meet the statutory responsibilities detailed in the Data, Information, and Records Management Tikanga Whakahaere.	- Te Wānanga o Aotearoa records are created and maintained in corporate information systems, meeting specified information management standards and legislation.
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)	- 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.

setting up and attending powhiri, hosting visitors, recruitment drives and supporting other kaimahi in their roles.	
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The kaimahi 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 manager on an annual basis at performance review.

Person Specification:

<u>Qualifications and Experience</u>	Qualifications: - Bachelor in Mātauranga Māori (Level 7) related to taonga/tikanga/NZ history/anthropology. Other qualifications will be considered, alongside demonstrating lived experience. - Diploma in Adult Tertiary Teaching (Level 5) or equivalent - Full and current NZ Driver's Licence (Class 1) Experience: - At least 3 years experience working with iwi, hapu or marae projects, AND - At least 3 years experience teaching adults <i>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.</i> Āhuetanga Māori: - Actively engages in cultural activities and has an excellent understanding of āhuetanga 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 āhuetanga 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
<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 - Self-reflective practitioner - Effective speaking – talking to others to convey information effectively - Effective writing – communicating effectively in writing as appropriate for each audience - Administrative and computing skills - Monitoring and assessing performance to make improvements/corrective action
<u>Knowledge & Ability</u> Are the role specific abilities and knowledge required for this position	Proficient knowledge and understanding of: - Cultural concepts associated within contexts where tikanga are practiced - Tikanga concepts to explain relationship to the physical world - A range of te reo Māori structures and tikanga practices - Working collaboratively to carry out a range of tikanga practices and concepts.

	• Hapū / Iwi development • Whakawhanaungatanga • Māori values and belief systems • Whakaaro Māori as expressed in ngā korero o neherā and whakataukī (stories, proverbs and songs, past and present) • Pōwhiri and whakatau
<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. Listening Practises attentive and active listening, has the patience to hear people out and is perceived to have good rapport and reputation by others. 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. 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. 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.