Te Wānanga o Aotearoa

ARO TŪRANGA
Position Description

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 - Secondary Tertiary Programme** (Tutor)	
Uepū / Wāhanga *Department*	Tauira Engagement and Experience / Youth Engagement Services	
Takiwā / Rohe *District*	**Te Waenga**	
Wāhi Mahi *Location*	**As confirmed in letter of offer**	
Whakatau ki *Reports to*	Manager School Services	
Māka Pūtea *Salary Grade*	**Up to PR2.5 - as per Kaiako Practioner Framework**	
Māngai Pūtea *Financial Delegation*	**N/A**	
Wā Roanga *Tenure*	**Permanent**	
Ngā Rōpu Whaihua *Functional Relationships*	<u>Internal</u> • Tauira • TWoA kaimahi	<u>External</u> • Secondary Schools • Tauira whanau (students' families) • Potential tauira • Iwi / hapu • Tertiary Providers • Community

Pūtake Tūranga *- Role Purpose*

The primary function of the Kaiako Secondary Tertiary Programme is to teach secondary school tauira a Secondary Tertiary Programme (STP) which is specifically designed for 15 – 17 year olds. Teaching involves but is not limited to developing lesson plans, presenting material to tauira, responding to tauira learning needs, assessing and evaluating tauira progress.

Key Performance Indicators	Success Factors
Planning	
- Plan tutoring sessions and manage day to day delivery of the Secondary Tertiary Programme	- Full preparation for each lesson is completed with lesson plans that are developed in advance of delivery and prior to term commencement
- Identify, develop numeracy and literacy plans for tauira	- Literacy and numeracy plans are developed and support tauira learning as required
Delivery and Assessment	
- Promote a collaborative, inclusive and supportive learning environment	- Effective management of the learning environment that incorporates successful strategies to engage and motivate tauira are evident
- Deliver curriculum to enhance the tauira learning experience	- Classes accurately reflect the current curriculum and routines are appropriate, well established and understood by all tauira
- Conduct discussions to increase tauira knowledge and competence by using appropriate tools or other relevant methods that motivate learning	- Teaching approaches, resources, technologies and learning and assessment activities are utilised that are inclusive and effective for diverse tauira
- Modify teaching approaches to address the needs of individuals and groups of tauira to improve academic performance	- Strategies are developed and implemented that address identified learning needs to overcome barriers to learning
- Teach tauira study skills and note taking skills	- Lessons show variety of approaches and teaching techniques
- Assess tauira progress throughout tutoring sessions	- Assessment information is analysed to evaluate the effectiveness of the teaching and amended to accommodate individuals in tutoring
- Contribute to programme review, curriculum, resources development moderation and internal audit	- Participates in the development and review of programmes as required
Communication	
- Communicate with tauira on their progress and encourage tauira to take responsibility for their own learning and behaviour	- Positive feedback and evidence of regular communication with tauira
- Establish and maintain effective working relationships with all internal and external parties	- Positive relationships are demonstrated through internal and external interactions
- Role model appropriate interactions to tauira associated with developing respect and understanding	- Respect is demonstrated in all interactions

Reporting	

• Maintain records of tauira:
  o assessment results
  o attendance registers
  o progress
	- All tauira administration is completed and submitted by within required timeframes and in accordance with the standards and policies of Te Wānanga o Aotearoa (TWoA)

• Feedback end of course graduation rates	- Graduation rates are available as required
• Maintain confidentiality of all records	- Records are securely stored in a locked cabinet in a locked room
Health and Safety	
- Comply with all health, safety and wellness policy and procedures	- Health, safety and wellness policies and procedures are adhered to and complied with
- Recognise and address circumstances to prevent unhealthy or unsafe situations	- Risk minimisation assessment is completed and any identified mitigation action taken
- Perform any manual duties in a safe and responsible manner	- Zero harm while carrying out duties and programme delivery meets all safety standards as outlined in policy and procedures
- Report faults in accordance with policy	- Faults are reported immediately to relevant personnel
- Process risk management forms and health and safety issues accordingly	- Forms are completed that accurately reflect risks and health and safety issues
- Promote and maintain high standards of hygiene and safety in the preparation of lunch for tauira	- Equipment and food preparation areas are kept clean and inspected regularly for issues/hazards - Food is handled, prepared and stored in accordance with best practice
Other Duties	
- Operate within delegated authorities at all times	- Delegated authorities are complied with at all times
- Undertake other duties as required by the employer provided the kaimahi has the required skills and qualifications	- Requests by the employer are undertaken
- Undertake professional development as identified	- Professional development is undertaken as agreed
- Attend hui kaimahi as requested	- Hui are attended as required
- 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	- 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.

Qualifications and Experience	**Qualifications:** • Diploma Level 5 or equivalent in related field • Level 5 Teaching Qualification • National Certificate in Adult Literacy and Numeracy Education Level 5 • Full NZ Driver Licence (P class preferred but not essential) • Unit Standards 4098, 11281, 18203 **Experience:** • 2+ years' work experience pertaining to the subject matter of the STP programme • 2+ years' experience teaching youth (15 – 17 year olds) • Proven success with positive outcomes for rangatahi **Āhuatanga Māori:** • Engages in cultural activities and has a sound understanding of āhuatanga Māori (values, culture and tikanga) • Able to greet and acknowledge people in te reo Māori and pronounce Māori words correctly • 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
Technical Skills 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 • Excellent written and oral communication skills– communicating effectively as appropriate for the needs of tauira • Proven ability to analyse, investigate and evaluate data, issues and situations • Proven ability to accurately record and document progress • Sound understanding of risk management processes and procedures • Proven ability to communicate and engage with a wide range of youth and facilitate their achievement
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. **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 **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. **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 attitude.