

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 – He Korowai Ākonga (Kaupae 7) Tutor Graduate Diploma of Teaching - Secondary (L7)	
Wāhanga / Uepū Department / Division	Te Hiringa, Akoranga Education Programme, Educational Delivery Services	
Takiwā District	As confirmed in the letter of offer	
Wāhi Mahi Location	As confirmed in the letter of offer	
Whakataui ki Reports to	Kaiwhakahaere Ako Manager Educational Delivery	
Māka Pūtea Salary Grade	PR2, PR3 OR PR4 Dependant on qualifications held)	
Māngai Pūtea Financial Delegation	N/A	
Māngai Pūtea Tenure	As confirmed in the letter of offer	
Ngā Rōpū Whaihua Functional Relationships	<u>Internal</u> <ul style="list-style-type: none"> • Kaiako • Taurira • Kaimahi within Akoranga & Tokokaunake • Kaimahi within other uepū • Takiwā Managers • Cultural Leaders 	<u>External</u> <ul style="list-style-type: none"> • Taurira whānau (students’ families) • Potential taurira • Community • Iwi / hapū • External Moderator and Degree Monitor • Industry stakeholders, as required to maintain professional currency
Pūtake Tūranga - Role Purpose		
<p>The primary purpose of the Kaiako- – He Korowai Ākonga (Kaupae 7): Graduate Diploma of Teaching - Secondary (L7) is to teach taurira this programme of study. Teaching involves but is not limited to developing lesson plans, presenting material to taurira, sourcing workshop/tutorial presenters, responding to taurira learning needs, evaluating taurira progress and enabling taurira achievement. Also includes effective supervision of taurira engaged in practice-based learning (Te Mahi Whakataui).</p> <p>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.</p> <p>Kaiako are required to have an active rangahau plan to support teaching practice. The Kaiako will also undertake relevant rangahau (research) activity and other agreed upon scholarly activity that contributes to the advancement of Mātauranga Māori, to the strategic rangahau vision of TWoA and the overall programme aims of the He Korowai Akoranga.</p> <p>NOTE: Kaimahi (staff) employed in this role are required to be police vetted and a clean record maintained</p>		

Key Performance Indicators	Success Factors
<p>Tauira Recruitment</p> <ul style="list-style-type: none"> - Recruit tauira in accordance with marau or programme entry requirements to achieve tauira class numbers 	<ul style="list-style-type: none"> - Achieve tauira class numbers per enrolment plan with an expectation to meet Educational Outcomes
<p>Stakeholder Engagement</p> <ul style="list-style-type: none"> - Network with external stakeholders (e.g. kura) to support programme content, practice-based learning delivery 	<ul style="list-style-type: none"> - Evidence of hui, external networks and communication with stakeholders.
<p>Planning</p> <ul style="list-style-type: none"> - 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 - Source teaching resources (e.g. guest presenters) - 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 	<ul style="list-style-type: none"> - 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 - Evidence of teaching resources used - 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
<p>Delivery</p> <ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - Effective management is evident of the learning environment that incorporates successful strategies to engage and motivate tauira appropriate to TWoA - 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

<ul style="list-style-type: none"> - Communicate with taura on their progress during course and practicum placements - Accommodate a range of learner abilities and modify teaching approaches to address taura individual and group needs and to support academic achievement - Demonstrate delivery of embedded and contextualized literacy and numeracy support strategies within teaching practices 	<ul style="list-style-type: none"> - Evidence of taura communication - Written evidence of intervention plans that address identified learning needs and support academic performance; positive taura feedback - Positive taura progress based on successful embedded and contextualized literacy and numeracy support strategies
<p>Monitoring, Assessment, Reporting</p> <ul style="list-style-type: none"> - Use of 101 SISS to progressively record taura results and attendance - Assess and inform taura 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 taura assessment results, attendance registers, academic progress, feedback, ensuring confidentiality of all records - Collaborate with taura and TWoA administration, or student support team members, to determine taura needs, develop tutoring plans, assess taura progress, follow up on attendance that is recorded in the Retention Plan 	<ul style="list-style-type: none"> - Accurate results and attendance are recorded in the 101 SISS system by due dates and in accordance with policy and procedures - Taura feedback shows they are clear about their progress within the framework of the qualification/course throughout the programme - Safe and respectful handling of taura information - All progress updates, marked assessments and results returned to taura 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 taura 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
<p>Taura Educational Outcomes</p> <ul style="list-style-type: none"> - Engage and inspire taura to complete their course - Take appropriate action to retain taura enrolment for duration of programme - Motivate and support taura to achieve Educational Outcomes and graduate 	<ul style="list-style-type: none"> - Achieve agreed Educational Outcomes for delivered programme, course, kōnae and unit standards - Retention strategies are devised and implemented and taura complete the programme - Average taura graduation rate of 85% is reached

<p>Personal & Professional Development</p> <ul style="list-style-type: none"> - Complete Kaiako Induction and undertake Kaimahi Ora kōrero with upline Manager and maintain professional learning plan to achieve professional currency and other position requirements - 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) - Undertake Te Reo Māori Proficiency training to achieve level required for this position - Create, maintain and demonstrate active engagement in rangahau/research to support teaching practice 	<ul style="list-style-type: none"> - Induction and professional learning plan is completed, maintained and 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 - All training is attended as required - Level of Te Reo Māori proficiency for this position is achieved within required timeframe - Active and up to date rangahau/research plan lodged with Rangahau by the required date
<p>Relationships</p> <ul style="list-style-type: none"> - Build and maintain effective working relationship with Kairuruku and the team to maximise delivery and quality improvement e.g. resource development, assessments, upskilling, marau/tikanga ako - Work collaboratively with all uepū to achieve educational success (e.g. working closely with Kahutaupua to complete media based resources) - Act according to a clear set of ethical principles aligned with TWoA Ngā Uara and challenge behaviour which does not meet ethical standards - Practice and apply Ngā Uara & Ngā Takepū within day to day duties 	<ul style="list-style-type: none"> - Relationships are beneficial to the taura and support the strategies of the wāhanga and uepū - Relationships with uepū developed and maintained to achieve key performances indicators - Behaviours demonstrate the highest standard of personal and organisational integrity that promotes credibility of self and TWoA - It is evident throughout practice that Ngā Uara & Ngā Takepū are carried out consistently
<p>Health and Safety</p> <ul style="list-style-type: none"> - Adhere to 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 	<ul style="list-style-type: none"> - Comply with all health, safety and wellness policies and procedures - Risk minimisation assessment is completed and mitigation actions are under 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

<p>safety issues accordingly</p> <ul style="list-style-type: none"> - Report any change in status against legislative requirements e.g. Vulnerable Children’s Act, Criminal History 	<p>and health and safety issues</p> <ul style="list-style-type: none"> - Legislative compliance is maintained at all times
<p>Other Duties</p> <ul style="list-style-type: none"> - Undertake other duties as required by the employer provided the kaimahi has the required skills and qualifications - Attend hui as requested - From time-to-time all kaimahi are encouraged to engage in activities outside of their assigned duties, such as (but not limited to) setting up and attending pōwhiri, participating in karakia, hosting visitors, taura recruitment drives and supporting other kaimahi in their roles - Understand and follow all required TWoA policies and procedures 	<ul style="list-style-type: none"> - Requests by the employer are undertaken within required time frames to required standards - Hui are attended as required - Positive engagement in activities that contribute to the overall functionality and operation of Te Wānanga o Aotearoa - Required TWoA policies and procedures are implemented
<p><i>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.</i></p> <p><i>The responsibilities and expectations outlined in this position description may alter as business needs change. In addition, specific objectives and outcomes will be agreed with the up-line manager on an annual basis when reviewing performance.</i></p>	

Person Specification:

<p><u>Qualifications and Experience</u></p>	<p>Minimum Qualifications:</p> <ul style="list-style-type: none"> • Master's Degree in Education or related field • Bachelor's Degree in Education/Teaching or Graduate Diploma in Teaching • NZ Certificate in Adult and Tertiary Education (L5) or equivalent. Preferred is TWoA He Puāwai • Assessment and moderation standards (4098,11281,18203 or NZ Certificate of Assessment Practice (Level 4) • Full NZ Driver Licence (Class 1) <p>Experience:</p> <ul style="list-style-type: none"> • 5+ years' teaching experience in NZ secondary education sector • Registered teacher with Teaching Council of Aotearoa New Zealand • Teaching Council of Aotearoa NZ Practising Certificate (current) • Tertiary teaching experience would be an advantage • Rangahau/Research experience preferred <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 • Prepared to increase knowledge, understanding and everyday use of te reo and āhuatanga Māori and support other kaimahi in the same endeavour • Understands and is an advocate for using Te Wānanga o Aotearoa values in the workplace
<p><u>Technical Skills</u> Are the specialised skills and abilities required for a particular role</p>	<ul style="list-style-type: none"> • Excellent communication skills (oral and written) • Effective time management skills • Demonstrated commitment to reflective practice • Ability to apply research, principle and theory to practice • Demonstrated proficiency in a range of software applications i.e. MS Word, Excel, PowerPoint and email • Commitment to using innovative teaching methods and materials to teach effectively in the online teaching environment • Familiarity with a range of technologies used to support quality programme delivery and outcomes eg Moodle (iAkoranga), Zoom Video Conferencing, Smart boards, Facebook, Turnitin • Innovative problem-solver who can implement effective and efficient solutions
<p><u>Knowledge & Ability</u> Are the role specific abilities and knowledge required for this position</p>	<ul style="list-style-type: none"> • In-depth knowledge of the primary sector in both theoretical and practical terms and the ability to work effectively with taura enrolled in primary teacher education • Ability to effectively supervise taura engaged in practice-based learning • In-depth knowledge of NZ curriculum/Marautanga & current approaches to teaching & learning in NZ schools

	<ul style="list-style-type: none"> • Demonstrated ability to teach adult students effectively • Broad knowledge of adult learning practices (andragogy) and Māori pedagogies • Commitment to culturally responsive teaching approaches that incorporate and advance Māori/Indigenous ways of being, knowing and doing • In-depth knowledge of curriculum design, assessment, moderation & review practices /processes • Proven leadership in one or more of these areas: Te Reo Māori and second language acquisition, Māori history and pedagogies • Evidence of ability to conduct & publish research (or demonstrated willingness to develop these abilities)
<p><u>Behavioural Skills and Attributes</u></p> <p>Behavioural Competencies are the role specific behaviours and attitudes required by kaimahi (staff) to be successful in their roles</p>	<p>Approachability: Makes others feel comfortable, welcomed and at ease should they need support, help or advice. Is perceived as helpful, genuine and amicable</p> <p>Diversity: Personable professional who embraces diversity as a means to empowering others in ways that enable people to achieve their full potential</p> <p>Relationship Building: Participates in the development of internal & external relationships in order to disseminate information, share best practice, establish opportunities for collaborative work and enhance the taura degree learning experience</p> <p>Effective Leadership: Possesses necessary attributes and skills that contribute to the advancement of global well-being for Māori through self-determination, intellectual sovereignty and contributions of consequence to whānau, hapū, marae, iwi and self</p> <p>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</p> <p>Initiative: Is proactive at improving current systems and processes, looks at things in new and better ways</p> <p>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</p> <p>Principle-based Practice: Consistently models and exhibits attitudes, values, and beliefs that align with Māori/Indigenous bodies of knowledge</p>

** Kaupapa Commitment is the recognition and acknowledgement of TWoA's Vision, Mission, Philosophy and Values and the commitment to uphold, maintain and strengthen these through our actions and contribution.*