Position Description

Te Aho o Te Kura Pounamu

Position:	Regional Manager
Wahanga:	Learning Delivery
Location:	Within a Te Kura regional office in New Zealand
Reporting to:	Deputy Chief Executive, Learning Delivery
Salary range:	Korn Ferry Level 20

Te Aho o Te Kura Pounamu (Te Kura) is New Zealand's largest school with over 14,000 ākonga (students) at any point in time and annually over 24,000, most of whom live in New Zealand. Te Kura is a state-funded distance education provider that offers a wide range of personalised learning programmes and courses, from early childhood to NCEA Level 3, including to young adult and adult learners, which are mostly delivered online. We have kaimahi (staff) located throughout New Zealand, three quarters of who are teachers.

Our vision is to enable our ākonga to achieve their educational and personal goals, empowering them to become engaged and contributing members of their communities. That means putting our ākonga at the centre of their learning by providing a flexible, personalised approach, so that they can choose when and where they learn. We support ākonga, Ki te tī, ki te tā, ki te katoa – Anytime, anywhere, anyone.

We want our ākonga to achieve their educational and personal goals, enabling them to participate effectively as members of their communities. That means putting our ākonga at the centre of their learning by providing a flexible, personalised approach, so that they can choose when and where they learn.

Purpose Statement

The position holder will carry out the position duties in a manner that supports and reinforces the vision, strategic priorities and values of Te Kura and complies with all Te Kura policies and procedures.

In particular, Te Kura is committed to providing a safe and healthy work environment and complies with the Health and Safety at Work Act 2015. As a position holder you are required to comply with all Te Kura health and safety policies and procedures and to take responsibility for your own actions. The position holder is required to report any health and safety risks and issues to their manager.

Regional Managers are senior leaders with responsibility for the ākonga and kaimahi in their region, and with national portfolios across Te Kura. Regional Managers lead a regional leadership team. Their key focus is on rākonga wellbeing, engagement, progress, and achievement through the implementation of effective strategies, and practices. You will be expected to monitor, report on, and respond to the engagement and progress of all ākonga, with specific emphasis on our priority's groups including ākonga Māori, ākonga Pacific, ākonga with learning support needs and ākonga who are at risk.

As Regional Manager you will be part of the Learning Delivery Leadership team, reporting to the DCE Learning Delivery. The Regional Manager will be required to travel regularly to Wellington and within their region.

Each Regional Manager is expected to ensure that they work collaboratively to ensure consistency in delivery whilst ensuring all Te Kura ākonga are supported to achieve in the most appropriate manner

National portfolios will be developed and defined on appointment and will be regularly reviewed and updated as circumstances change.

The main portfolios are:

- Regional Manager Southern covering all of the South Island
- Regional Manager Central South covering up to New Plymouth in the West, Manawatu, and Wairarapa in the East.
- Regional Manager Northern covering from the Bombay Hill's through to Cape Reinga
- Regional Manager Central North covering between the Regional Manager for Wellington and Auckland North and is based in Hamilton.
- Regional Manager Early Childhood and Overseas based ākonga and all Corrections ākonga.

The Regional Manager roles work closely with the National Manager Reorua-ā-motu Provision and Partnership: a teaching group that delivers, provides curriculum development oversight and translation in te reo Māori, and National Manager Te Aka Taumatua, who leads our bilingual and immersion provision.

Key Accountabilities

Capability & Outcome	Role Expectations	Descriptors
Leading strategically Think, plan, and act strategically; to engage others in the vision, and position teams, organisations, and sectors to meet customer and future needs	Developing and enacting a strategy or an annual business plan for a region and support the development of team plans.	• Thinks strategically (i.e., sees issues through a range of lenses and stakeholder perspectives; and recognises broader implications and connections between issues). • Progresses current thinking (i.e., provides suggestions and alternative perspectives on organisational issues). • Develops and implements strategy (i.e., understands their teams' roles in their organisation's strategy; and aligns their teams' business and/or work plans and activities with strategic objectives). • Engages their teams in the vision (i.e., clearly articulates their teams 'role in achieving the organisational vision; and engages their teams in the vision).
Leading with influence Lead and communicate in a clear, persuasive, impactful, and inspiring way; to	Influencing people to implement initiatives that: • Have a significant impact on organisational priorities.	• Leads with purpose across the organisation and group (i.e., assertively drives initiatives which chart a clear direction for the group, and which are associated with high levels of contentiousness and initial resistance). • Persuades and inspires across the organisation (i.e., gains active participation

convince others to embrace change and take action.	• Require significant regional involvement (or across a small organisation). • Require active participation and/or support from a range of managers. • Are associated with high levels of contentiousness and initial resistance.	and/or support for initiatives, from other managers, staff, and other relevant stakeholders). • Communicates clearly across the organisation (i.e., tailors' messages so that they resonate with a wide range of audiences, such as community stakeholders and organisation managers and staff). • Demonstrates leadership impact and gravitas (i.e., conveys energy, urgency, confidence, and a sense of ease in taking a leadership role across a range of different situations).

Navigating the Future – Where are going? How do we get there?

Capability & Outcome	Role Expectations	Descriptors
Engaging others Connect with people; to build trust and become a leader that people want to work with and for.	Connects with others (i.e., makes a personal connection with people, puts them at ease, and shows an interest in them and their wellbeing): • Listens (i.e., allows others space to speak, and shows a keen interest in and understanding of others' points of view). • Reads people and situations (i.e., picks up on 'what is not being said' in situations). • Communicates tactfully (i.e., conveys potentially sensitive messages in a diplomatic way).	• Builds, maintains and influences psychological safety for all kaimahi in the region • Leads a positive regional culture which fosters a sense of belonging and influences this at a tari | office and team level • Role models building and maintaining trusting professional relationships with internal kaimahi and external partners • Is an accessible and visible as a leader to direct and indirect reports • Leads and influences other with a focus on empathy, connection, engagement • Employs effective conflict management and de-escalation skills when required

Stewardship – of people, functions, organisations and systems: How do we together build for a better NZ?

Capability & Outcome	Role Expectations	Descriptors
Enhancing organisational performance Drive innovation and continuous improvement; to sustainably	Driving business improvements that: • Lift the performance of a small organisation or large group. • Require significant participation from	• Strengthens organisational and/or group performance (i.e., leads large scale improvements to group processes and systems to achieve gains in effectiveness and efficiency). • Fosters a continuous improvement culture across a large group.

Capability & Outcome	Role Expectations	Descriptors
strengthen long-term organisational performance and improve outcomes for customers.	multiple business units. • Have a measurable and significant positive impact on performance.	• Leads innovation across a large group (i.e., encourages and implements innovative solutions across a large group).
Enhancing system performance work collectively across boundaries; to deliver sustainable and long-term improvements to system and customer outcomes.	Influencing people to implement initiatives that: • Have a significant impact on organisational priorities. • Require significant group-wide involvement (or across a small organisation). • Require active participation and/or support from a range of group managers. • Are associated with high levels of contentiousness and initial resistance.	• Provides organisational leadership (i.e., contributes to their leadership cohort [of peers], creates opportunities for collaboration across the organisation, and encourages others in the group to adopt an organisation-wide view). • Manages internal relationships (i.e., contributes to their leadership team [of peers], works collaboratively with others across the organisation, and encourages others in the team to adopt an organisation-wide view). • Manages external relationships (i.e., leverages strong relationships with a range of external stakeholders to deliver customer outcomes).

Identifying and developing our talent: How am I building talent for the future – for my organisation and others?

Capability & Outcome	Role Expectations	Descriptors
Enhancing people performance - Manage people performance and bring out the best in managers and staff; to deliver high quality results for customers.	Managing and leading a group, with: • Usually between 50 and 200 kaimahi. • A range of professional disciplines. • Multiple organisational layers below the role (two or more).	• Sets clear expectations for managers (i.e., communicates the outcomes and behaviours required of their direct reports and their teams; and role-models expected standards of behaviour). • Supports and reinforces high performance of managers (i.e., actively encourages and reinforces high performance; and shows a strong belief in people's ability to perform to a high level). • Manages managerial performance (i.e., provides timely, clear, and constructive feedback about areas for improvement; and resolves issues in a timely way).

Identifying and developing our talent: How am I building talent for the future – for my organisation and others?

Capability & Outcome	Role Expectations	Descriptors
Developing talent Coach and develop diverse talent; to build the people capability required to deliver outcomes.	Managing and leading a group: • With usually between 50 and 200 kaimahi. • A range of professional disciplines. • Multiple organisational layers below the role (two or more).	• Coaches and mentors' managers (i.e., coach their direct reports to engage them in finding solutions, develop their problem-solving skills, and enhance the capabilities required to deliver outcomes in their current roles and the roles they aspire to). • Develops managerial capability (i.e., takes a purposeful approach to developing direct reports; and encourages them to participate in fit-for-purpose development activities). • Develops work area capability (i.e., takes a purposeful approach to encouraging diverse talent and addressing capability gaps across their area of responsibility). • Develops group capability (i.e., takes a purposeful approach to succession planning and building diverse group capability).

Identifying and developing our talent: How am I building talent for the future – for my organisation and others?

Capability & Outcome	Role Expectations	Descriptors
Enhancing team performance Build cohesive and high performing teams; to deliver collective results that are more than the sum of individual efforts.	Managing and leading a management team (i.e., lead a team of managers).	• Sets clear management team objectives and expectations (i.e., clearly communicates their management team's objectives, and works with the team to define team roles and responsibilities, and the team environment they aspire to). • Monitors management team cohesion and performance (i.e., understands the strengths and weaknesses of how their management team works together to deliver outcomes). • Strengthens management team cohesion and performance (i.e., focus their direct reports on achieving shared objectives, so that they strengthen their management team's ability to work collaboratively and cohesively to achieve outcomes).

Making it happen – with and through others: How will we turn what we know into what we do?

Capability & Outcome	Role Expectations	Descriptors
Achieving ambitious goals Demonstrate achievement drive,	Demonstrating achievement drive, ambition, optimism, and delivery-focus;	• Committed and tenacious (i.e., takes ownership; is persistent in the face of obstacles; and shows a strong focus on

Capability & Outcome	Role Expectations	Descriptors
ambition, optimism, and delivery focus; to make things happen and achieve ambitious outcomes	to make things happen and achieve ambitious outcomes.	achieving outcomes [rather than a narrower focus on following processes]). • Ambitious (i.e., sets and achieves specific and challenging goals; focuses on opportunities rather than constraints; and takes an expansive view of the outcomes they can achieve for their organisation and New Zealand).
Managing work priorities Plan, prioritise, and organise work; to deliver on short and long-term objectives across the breadth of their role.	• Usually between 50 and 200 kaimahi. • A range of professional disciplines. • Multiple organisational layers below the role (two or more).	• Manages and delivers on work priorities (i.e., uses sound work management systems and practices to manage their range of work priorities, so that they deliver on work commitments). • Purposeful about where they invest their time (i.e., spends time on the activities where they can make the greatest contribution to achieving short and longer-term objectives). • Manages and delivers on diverse work priorities (i.e., uses sound work management systems and practices to manage broad ranging work priorities and maintain an overview of diverse short and long-term work commitments; so that they effectively allocate time and resources to deliver on work commitments). • Purposeful about where they invest their time (i.e., spends time on the activities where they can make the greatest contribution to achieving short and longer-term objectives; and regularly reviews where they invest time across diverse priorities).

Cultural Responsiveness

- Support all ākonga to engage and experience academic success by acknowledging their culture, language and identity, in particular priority learners such as ākonga Māori and Pacific
- Value identity, language and culture in the delivery of learning to support ākonga Māori to engage and experience success (integrate elements of ākonga Māori identity and culture into the curriculum)
- Support ākonga Māori through knowing their potential, setting goals and taking action to enjoy success (high expectations/access to learning pathways of their choice)
- Make learning relevant, engaging, rewarding and positive for ākonga Māori
- Collaborate with iwi, Māori and other organisations to lift ākonga performance
- Establish and maintain collaborative and respectful relationships and professional behaviours that enhance learning and wellbeing for Pacific learners
- Display understanding and respect for Pacific cultures, languages and networks

- Demonstrate awareness of the diverse and ethnic-specific identities, languages and cultures of Pacific learners
- Collaborate with Pacific organisations to lift ākonga performance

Working Relationships

Internal working relationships

- Senior Leadership Team
- All hoa mahi / kaimahi
- Systems and Support Wāhanga
- Curriculum Wāhanga
- Office of the Chief Executive

External working relationships – as appropriate

- Key regional partners iwi, hapu
- Ministry of Education
- Oranga Tamariki
- Education professional organisations

Delegations

The position has financial and human resources delegations.

Qualifications, Attributes and Experience

Essential	Preferred
• Teaching background and relevant education or teaching qualification • Knowledge of and experience of Te Ao, kawa, Te Reo and tikanga Māori • Experience in a leadership role including kaimahi leadership • Development and management of stakeholder relationships • Excellent relationship management and communication skills including conflict resolution experience • Financial and people management experience and skills	• Experience at the senior leader level of a school/kura • Knowledge and experience of a Pacific culture and language