Position Description

Te Aho o Te Kura Pounamu

Position:	Kaiako Matua
Team:	Learning Delivery
Wahanga:	In Region
Location:	In Region
Reporting to:	Regional Leader of Learning
Salary range:	STCA/PTCA/ECHCA

Position Context

Te Aho o Te Kura Pounamu (Te Kura) is New Zealand's largest school with over 12,000 students at any point in time, 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, mostly delivered online. We have staff located throughout New Zealand, three quarters of whom are teachers.

Our vision is for 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. *Ki te tī, ki te tā, ki te katoa – Anytime, anywhere, anyone.*

Purpose Statement

Te Kura is a Big Picture Learning school focused on engaging ākonga in learning that is relevant to them in their context and prepares them to be productive, positive and successful citizens. A combination of online and authentic learning opportunities provides a highly personalised and flexible environment for all ākonga.

The position title of Kaiako Matua has been chosen to reflect the importance and level of influence and mentoring provided by the holders of this position.

> 'Kaiako' reflects the role of facilitating and supporting learning for Te Kura ākonga. 'Matua' reflects the seniority and respect at this level of responsibility.

The position is a teaching position. The position holder must be a New Zealand registered teacher and must hold a current practising certificate.

The holder of a Kaiako Matua position must meet the position description for all Kaiako including acting as Kaimanaaki (Learning Advisor) for a group of students and contributing at Huinga Ako. In addition, this role is responsible for guiding and supporting learning for Te Kura students by providing national pedagogical leadership for agreed subjects and/or learning areas and/or year levels.

Each Kaiako Matua will contribute to a coherent pedagogical approach that connects learning within and across disciplines, that is future-focused, and culturally responsive to our ākonga, and that reflects the mātāpono and āheinga (principles and dispositions) of Te Ara Pounamu, Te Kura's local curriculum statement.

Some aspects of the role may vary from time to time dependent on the level and learning needs of the student groups allocated to them. Kaiako Matua will respond flexibly to emerging future directions and needs.

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. Position holders are required to comply with all Te Kura health and safety policies and procedures and to take responsibility for their own actions. The position holder is required to report any health and safety risks and issues to their manager.

Kaiako Matua are assigned in any one year to one of the following Year Level Kāhui (Clusters). There is some rotation between kāhui.

- Years 1-8
- Years 7-11
- Years 11-13

Kaiako Matua are part of learning area rōpū (groups). The rōpū are:

1. Te Ao Māori
2. English
3. Arts, including Music
4. Health and Physical Education, including Food and Nutrition (name tbc)
5. Languages
6. Mathematics and Statistics
7. Science
8. Social Sciences
9. Commerce
10. Technology
11. Integrated Studies (Years 1-8)
12. Integrated Studies (Years 7-13)

Note: Rōpū groups may change over time in response to changes in the wider education context.

Key Accountabilities

Key Accountabilities	Major Tasks/ Activities
Leadership and professional relationships	• Lead reciprocal, collaborative learning-focused relationships with ākonga, whānau, Te Kura kaimahi, agencies, groups, and individuals in the community • Communicate effectively with others • Actively contribute to fostering a positive and collegial rōpū and cluster environment to support ongoing improvement in organisational practice • Coordinate kaimahi workloads within the rōpū as required • Promote equity and respect within the workplace • Willingly participate in activities that benefit colleagues or the school as a whole
Commitment to ākonga and whānau	• Promote ākonga wellbeing and take appropriate action to protect them from harm • Engage, encourage, and motivate ākonga in learning • Engage whānau in the learning of their ākonga • Engage in professional and respectful relationships with ākonga, whānau, supervisors, client teachers and schools as required • Respect the diversity of the heritage, language, identity, and culture of families and whānau
Professional learning	• Engage in professional learning and apply this learning in practice, and in leadership of the rōpū • Identify and respond to the professional learning needs of kaiako in the rōpū • Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners, including learners with disabilities and learning support needs; and wider education matters • Share knowledge of curriculum and pedagogy to improve performance individually and collectively within rōpū and cluster contexts
Design for Learning	• Lead kaiako in selecting teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners • Assist Kaiako to interpret and adapt the curriculum to meet ākonga needs • Contribute to the quality control of work through regular participation in peer review, and discussion of issues and concerns

Key Accountabilities	Major Tasks/ Activities
	• Lead design and planning of culturally responsive, evidence-based approaches that reflect the local community and Te Tiriti o Waitangi partnership in New Zealand • Lead design for learning that is informed by national policies and priorities • Ensure mātauranga Māori, literacy and numeracy, and the principles and dispositions of Te Ara Pounamu are interwoven within learning • Align design for learning with the NELP, NEG's, and NAG's as they relate to designated areas of responsibility
Resource review and development	• Develop and use a variety of resources and technologies in teaching programmes • Initiate and participate in the development of learning resources, including writing as required for the school-wide resource production schedule • Advise kaiako, ākonga, whānau and supervisors on how to engage with learning materials
Teaching	• Support the development of teacher practice within the rōpū and provide performance feedback as required
Assessment and Reporting	• Develop, implement, and report on annual key development and action plans for designated areas of responsibility • Communicate clear and accurate assessment for learning and achievement information to ākonga, family/whānau, supervisors, teachers and schools and others involved in ākonga programmes • Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning • Lead and/or assist in gathering, analysing, and using appropriate assessment information, and identifying progress and needs of learners to design clear next steps in learning and to identify additional supports or adaptations that may be required • Participate in school internal evaluation by collating, analysing, and evaluating information in accordance with annual planning and reporting timelines • Design and participate in moderation and quality assurance tasks as required

Key Accountabilities	Major Tasks/ Activities
Partnership with Tangata Whenua	• Demonstrate a commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in the learning environment • Affirm Māori learners as tangata whenua and support their educational aspirations • Understand and acknowledge the histories, heritages, languages, and cultures of partners to Te Tiriti o Waitangi
Te reo me ona tikanga	• Demonstrate active support for Te Rautaki Reorua, Te Kura's Bilingual Strategy • Practise and develop the use of te reo and tikanga Māori
Other Duties	• Perform such other duties as can reasonably be regarded as incidental to the Position Description and such other duties reasonably within the experience and capabilities of the position holder as may be from time to time assigned following consultation

Working Relationships

Internal working relationships

- Regional Leaders of Learning
- National Leaders of Learning
- Team Leaders
- Regional Managers
- Relationship Coordinators
- Other Kaiako Matua
- Kaiako
- Learning Systems Lead
- Liaison Teachers
- Senior Leadership Team (SLT)
- Chief Executive's Office
- Systems and Support Wāhanga

External working relationships

- Ākonga, whānau, and supervisors
- Other schools and education professionals
- Government departments and agencies as appropriate
- Iwi and community groups as appropriate
- Community-based organisations and workplaces
- Educational providers (e.g. schools, tertiary providers, additional reading tuition)
- External providers for mentoring or internship and their mentors

Delegations

Nil

Qualifications, Attributes and Experience

Essential	Preferred
• New Zealand registered teacher with current Practising Certificate • Able to confidently apply tikanga Māori in relevant work situations. • Commitment to building knowledge and understanding of pedagogy that promotes success for Māori as Māori • Excellent communication skills, including written, oral and active listening skills. • Confident with a range of existing and emerging technologies and able to lead and deliver learning online • Comprehensive knowledge of Te Whāriki and/or the New Zealand Curriculum (NZC) • Specialist expertise in primary and/or middle school and/or secondary contexts and in at least one learning area of the NZC • Skilled in learning design in areas of specialist expertise. Willingness to develop expertise in additional areas as required, for example, in project-based learning • Comprehensive understanding and practical application of the principles of assessment for learning • Comprehensive understanding of the National Qualifications Framework (NQF), as relevant • Demonstrate Te Kura's core dispositions of care for self and others; curiosity; active involvement in and contribution to innovation; collaboration; connection; critical and creative thinking; and grow those dispositions in others. • Effective in establishing and maintaining positive and collaborative relationships with a range of stakeholders, including ākonga, whānau, colleagues and the wider community • Plan in advance and work to deadlines; demonstrate flexibility and adaptability in the face of changing needs and competing priorities	• Working knowledge and ability in Te Reo or a Pacific language • Specialist knowledge in more than one learning area of the NZC, or in integrating learning across learning areas of NZC and/or Te Whāriki, or in project-based learning • Active in professional learning communities