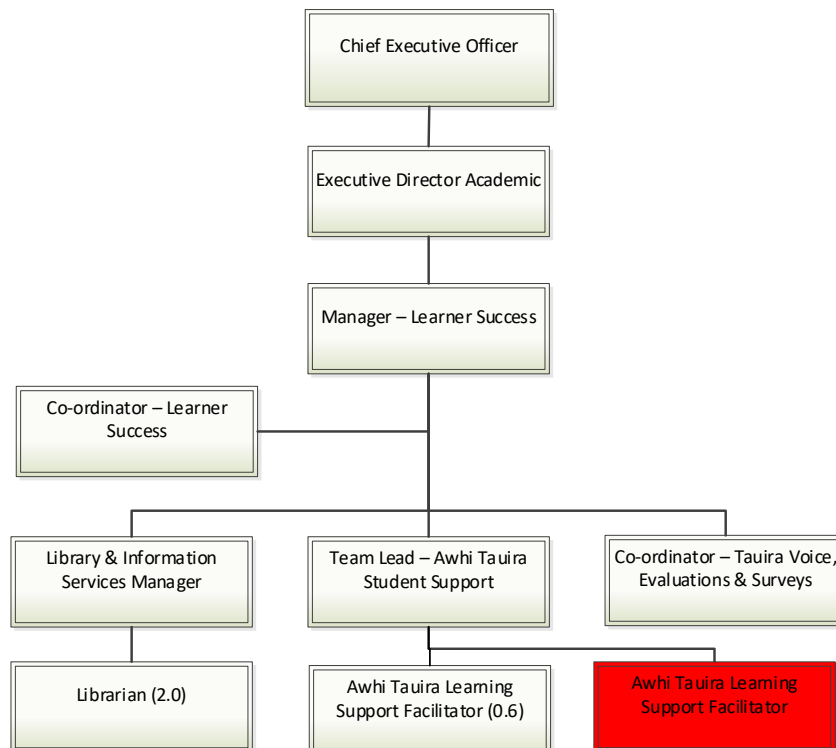


Job Description

Position Title	Awahi Taurira Learning Support Facilitator	Team/ School:	Learner Success
Position Holder		Date	March 2025
		Location	Whakatāne
Reports to	Team Lead – Awahi Taurira		
Agreed By (Please Sign)	Position Holder		Date
	Team Lead – Awahi Taurira		Date
	HR Manager		Date



STATEMENT

The Wānanga:

- is firmly committed to the principle of equal opportunity for all, and recognizes the need to give practical effect to such responsibilities both as an employer and as an educational provider.
- provides a supportive, safe and healthy environment which is conducive to quality teaching, research and community service.
- is committed to providing a workplace free from harassment.

PURPOSE OF POSITION

Provide academic tertiary support to all students enrolled in programmes delivered by Te Whare Wānanga o Awanuiārangi both on-site at Whakatāne, Tāmaki Makaurau and Kaikohe, and off-site locations such as marae, and other delivery venues throughout the country.

DIMENSIONS AND AUTHORITY

Staff Nil

Financial: Nil

RELATIONSHIPS

Internal:

- Students
- Team Lead – Awhi Tauria Student Support
- Other Awhi Tauria Learning Support Facilitators
- Teaching and other staff in Schools
- Staff within the Learner Success team

External:

- Prospective students
- Support service organisations
- Iwi, hapū, and whanau groups
- Wider community and business organisations
- Whaikaha Resource Groups
- Health Service Providers
- Career Services Providers

KEY RESULTS AREAS

The role of Awhi Tauria Learning Support Facilitator encompasses the following major functions or Key Result Areas:

1. Learning Support
2. Student Advice, Support and Referral Services
3. Relationship Management
4. Team and Personal Effectiveness
5. Other Corporate activities
6. General requirements of all Wānanga employees

Key Result Areas What am I meant to do?	How do I know I'm successful?
KRA 1 Learning Support	
<ul style="list-style-type: none">• Academic Tertiary Skills Support - Provide tailored individual and/or group skills support that meets the specific or generic academic	<ul style="list-style-type: none">• Evidence of training needs analysis informing support services provided/delivered.

<p>learning needs of individuals and/or groups of students including tailored support to online students.</p> <ul style="list-style-type: none"> Academic tertiary skills training and support will include literacy and numeracy learning support, academic writing and referencing support, and online/eWānanga tools support. Able to use online tools and assist students. 	<ul style="list-style-type: none"> Tailored individual or group skills training is well prepared, planned, appropriately resourced, and delivered to a high quality. Evidence of service provision records are maintained including records of training resources developed and used. Service provision at off-site venues, weekend and evening classes are routinely scheduled in agreement with manager. Student progress is monitored and records held. Student evaluation information is held.
<p>KRA 2: Student Advice, Support and Referral Services</p>	
<ul style="list-style-type: none"> Provide advice, support, and referrals to students who might be experiencing social, emotional, and/or financial difficulties including; harassment, abuse, domestic issues, self-harm and suicide, legal issues, health issues etc. Information held about key social service provides and readily available for students. Mentor students individually or by group. Assist students to access information about loans, and scholarships. Disability support service and referral information is provided to staff and students. 	<ul style="list-style-type: none"> Support and advice provided in an environment where students feel supported, is timely and appropriate within services able to be provided. Referrals are timely and appropriate to student need and complexity or seriousness of issue assessed. Service provider information stocks are maintained and information distributed as required. Students are satisfied with mentoring services and advice. Advice and support complies with legislative and regulatory obligations. Students with a disability are supported appropriately to ensure they can access learning support tailored to their need. Records held and resources attained where required.
<p>KRA 3 Relationship Management</p>	
<ul style="list-style-type: none"> Maintain collaborative relationships with internal and external customers including colleagues, students, prospective students, other staff, academic board, etc. 	<ul style="list-style-type: none"> Productive and positive working relationships fostered and maintained.
<p>KRA 4: Team and Personal Effectiveness</p>	
<ul style="list-style-type: none"> Provide support to other Awhi Tauria team/colleagues during leave and or peak workloads. Provide support to the wider Learner Success team may also be required. Documents the critical functions within areas of responsibility. Continual updating of knowledge and skills relating to technology, administrative systems and other aspects of the position. 	<ul style="list-style-type: none"> Team are supported as required. Feedback evidences good communication is fostered with the team and other staff members. Work processes are updated.
<p>KRA 5: Other Corporate Activities</p>	
<ul style="list-style-type: none"> Comply with all legal and Awanuiārangi requirements for records management. 	<ul style="list-style-type: none"> All legal and Awanuiārangi requirements are complied with in respect of the

<ul style="list-style-type: none"> • Undertake any other duties as may be required by line manager. • Participates in Awanuiārangi events as required. 	<p>administration and management of all Awanuiārangi records.</p> <ul style="list-style-type: none"> • Demonstrated flexibility and willingness to assist with other duties as required. • Evidenced by observation.
<p>General Requirements of all Wānanga Employees</p> <ul style="list-style-type: none"> • Possess a student-centric work ethic. Actively seek to provide the best possible service to our students; • Promote the Wānanga as a positive and dynamic learning environment; • Commit to providing quality education; • Strive for high student retention and success; • Be culturally aware; • Participate in the Wānanaga appraisal process; • Improve and develop yourself through training and professional development opportunities; • Meet your obligations under the Health and Safety at Work Act 2015 by; <ul style="list-style-type: none"> ○ Being responsible for maintaining a safe and healthy workplace ○ Following health and safety rules, policies and procedures, ○ Reporting accidents, injuries and unsafe equipment, practices or conditions ○ Taking reasonable care to look after your own health and safety at work, your fitness for work, and the health and safety of others. • Under the Public Records Act 2005, everyone working within Te Whare Wānanga o Awanuiārangi is responsible for creating and maintaining full and accurate records of the activities of the organisation, carried out within established records management guidelines. • Undertake any other key duties as agreed with your Manager. 	

The responsibilities and expectations outlined in this job description may after consultation vary from time to time according to the needs of the Team, and the clients of Wānanga. Instructions for any variances will be communicated by the Manager.

Person Specification

Technical/Professional Qualification	
Essential	Desirable
<ul style="list-style-type: none"> • A minimum of a masters’ qualification and a graduate degree in a subject relevant to the wānanga portfolio of programmes. • A relevant teaching or adult teaching qualification. • A current, unrestricted private motor vehicle licence. 	<ul style="list-style-type: none"> • Masters or equivalent qualification

Experience	
<ul style="list-style-type: none"> • Adult teaching experience. • At least two years' experience working in a student learning support/advisory type role • Previous work experience in education, social services or related fields. • Previous experience in the tertiary sector/environment. • Experience working in or assisting others in an online environment. • Involvement with iwi, community, industry and professional groups. 	<ul style="list-style-type: none"> • Knowledge and experience in the Wānanga sector.
Skills and Attributes	
<ul style="list-style-type: none"> • Competent at understanding and following academic processes and procedures. • Able to use Microsoft Office Suite e.g. MS Outlook, MS Word, Excel, Project, Power Point to at least intermediate level. • Te Reo Māori fluency to intermediate level. • An understanding of Tikanga Māori in an educational context. • Highly developed interpersonal skills and able to relate to a wide range of people. • Knowledge of gender, equity, equal opportunity, and disability issues in education. 	<ul style="list-style-type: none"> • Advanced level te reo Māori skills
Competencies	Looks Like
<p>Values Alignment</p> <p>Aligning personal values with organisational values. Modelling commitment to organisational values. Identifying and committing to personal goals, aspirations, and values, and integrates these into practice.</p>	<ul style="list-style-type: none"> • Examines and clarifies personal values and behaviours • Communicates and models organisational values • Uses organisational values in decision-making • Manages own personal development and learning.
<p>Tauira/Customer Service</p> <p>Proactively develops student/customer relationships by making efforts to listen to and understand the tauira/customer (both internal and external); anticipating and providing solutions to tauira/customer needs; giving high priority to tauira/customer satisfaction.</p>	<ul style="list-style-type: none"> • Focuses on tauira/customer needs and meets or exceeds their requirements • Clarifies tauira/customer needs • Confirms satisfaction • Listens and empathises • Develops approaches that provide total solutions for tauira/customers
<p>Work Standards</p> <p>Setting high goals or standards of performance for self and organisation; being dissatisfied with average performance; self-imposing standards of</p>	<ul style="list-style-type: none"> • Sets high performance standards • Emphasises high standards to others • Shows pride when standards are met

<p>excellence rather than having standards imposed by others.</p>	<ul style="list-style-type: none"> • Shows dissatisfaction with substandard performance.
<p>Attention to Detail Accomplishing tasks through concern for all areas involved, no matter how small; showing concern for all aspects of the job; accurately checking processes and tasks; maintaining watchfulness over a period of time.</p>	<ul style="list-style-type: none"> • Clarifies details of tasks • Completes all details • Checks outputs for accuracy and completeness • Follows established procedures • Maintain checklist to cover details.
<p>Results Orientation Establishing a course of action individually or with a team to accomplish specific goals which are challenging and beyond current expectations. Working with team members to plan their assignments and appropriate allocation of resources. Establishing procedures to analyse and monitor the results of delegations, assignments or projects.</p>	<ul style="list-style-type: none"> • Sets clear, challenging accountabilities and performance objectives and measure the results • Commits to action individually, or in the team • Commits to taurira recruitment campaigns
<p>Technical/Professional Knowledge Having achieved a satisfactory level of technical and professional skill or knowledge in position-related areas; keeping abreast of current developments and trends in area of expertise.</p>	<ul style="list-style-type: none"> • Understands technical terminology and developments • Knows how to apply a technical skill or procedure • Knows when to apply a technical skill or procedure • Performs complex tasks in area of expertise.
<p>Teamwork/Collaboration Building and participating in effective teams to accomplish organisational goals. Understanding the importance of collaboration and shared values in creating a high-performance environment. Understanding teams are to drive for better results and enhanced performance; teamwork is as important as teams.</p>	<ul style="list-style-type: none"> • Contributes to team development, shares ideas and achievement of results • Clarifies roles and responsibilities, and priorities • Looks to help others • Supports team decisions and shares accountability within the team • Works co-operatively and exchanges information freely.

TE WHARE WĀNANGA O AWANUIĀRANGI - VISION, MISSION AND VALUES;

VISION

Rukuhia te Mātauranga ki tōna hōhonutanga me tona whānuitanga. Whakakiiā ngā kete a ngā uri o Awanuiārangi me te iwi Māori whānui ki ngā taonga tuku iho, ki te hōhonutanga me te whānuitanga o te mātauranga kia tū tangata ai rātou i ngā rā e tū mai nei.

Pursue knowledge to the greatest depths and its broadest horizons. To empower the descendants of Awanuiārangi and all Māori to claim and develop their cultural heritage and to broaden and enhance their knowledge base so as to be able to face with confidence and dignity the challenges of the future.

MISSION

Ū tonu mātou ki te whai ki te rapu i te hōhonutanga o te mātauranga kākanorua o Aotearoa, kia taea ai te kī, ko wai anō tātou, me te mōhio ko wai tātou, kia mōhio ai nō hea tātou, me pēhea hoki tātou e anga whakamua.

Parau ana tēnei ara whaingā, hei whakapūmau anō i te tino rangatiratanga, hei taketake ai te ihomatua Māori me ōna tikanga kia ōrite ai te matū ki ngā mātauranga kē.

Koia rā ka tū pākari ai, tū kotahi ai hoki me ngā iwi o te ao tūroa. Koia nei te ia o te moemoeā me ngā tūmanako o Te Whare Wānanga o Awanuiārangi.

Haere mai... Me haere tahi tāua.

We commit ourselves to explore and define the depths of knowledge in Aotearoa, to enable us to re-enrich ourselves, to know who we are, to know where we came from and to claim our place in the future.

We take this journey of discovery, of reclamation of sovereignty, establishing the equality of Māori intellectual tradition alongside the knowledge base of others.

Thus, we can stand proudly together with all people of the world. This is in part the dream and vision of Te Whare Wānanga o Awanuiārangi.

VALUES

Manaakitanga: To respect and care for students, our manuhiri, our communities and each other.

Whanaungatanga: To value all relationships and the kinship connections with our students, our communities and each other.

Kaitiakitanga: To ensure the ongoing sustainability of our organization and to protect and support the unique obligations we have to Ngāti Awa, Mataatua and wider whanau, hapu and marae.

Pūmautanga: To commit to excellence and continuous improvement in everything we do.

Tumu whakaara: To inspire and ethically lead through example and outstanding practice.

BACKGROUND

Te Whare Wānanga o Awanuiārangi is a vibrant and exciting tertiary education institution providing a dynamic learning environment where students can discover their own potential for educational success.

Our programmes are designed to ensure academic excellence – we are benchmarking our programmes against those of other institutions and lifting the bar on standards. As we lift our research capacity, ongoing programme re-development will be informed by best practice.

As a Wānanga, Te Whare Wānanga o Awanuiārangi is charged with delivering tertiary programmes grounded in Kaupapa Māori and Āhuetanga Māori. This means that Māori knowledge and practices are central components to the academic programmes, engagement in PLD projects, teaching delivery and student experiences.

Tikanga Māori and Te Reo Māori are central to the way in which we operate and are reflected across Te Whare Wānanga o Awanuiārangi in our programmes and practices. While some of our programmes have a high level of Māori language emphasis, others are designed to support new and emerging language learners.

Te Whare Wānanga o Awanuiārangi further provides programmes that are portable and transferable both nationally and internationally. Therefore, it is important that we explore and integrate the World view of both Māori and other indigenous peoples, and engage in and critique the world views of others.

Transformative approaches to educational achievement are a cornerstone of our broad and unique programme offerings, as we focus on providing an education that will encourage and support community development and growth, enable educational portability for our students both within Te Whare Wānanga o Awanuiārangi and the wider tertiary sector.

Operations are based at three locations – Whakatāne, Tāmaki Makaurau (*Auckland*) and Kaikohe. We also engage marae and secondary schools across Aotearoa and some programmes are delivered at offsite venues.

LEARNER SUCCESS TEAM

The Learner Success team is responsible for putting support, encouragement, and co-creation at the heart of the Tauira learning journey. It achieves this by:

- Establishing and maintaining a network of collaborative relationships within the team, across and outside the wānanga, to help deliver the Learner Success Framework.
- Working across the wānanga to ensure successful implementation and areas for improvement (including evaluations) to optimise our tauira success experience.
- Identifying opportunities, risks and advice that will ensure effective delivery of the Learner Success workplan.
- Providing the coordination of the following key delivery functions:
 - Library
 - Awhi Tauira- Student support services
 - Student Voice Coordination
 - Professional Learning and Development