TE WHARE WĀNANGA O AWANUIĀRANGI

Job Description

Position Title	Lecturer – Wai Ora	**Team/ School:**	Wai Ora School of Iwi Development
Position Holder		**Date**	December 2024
Reports to	National Programme Coordinator – Wai Ora, School of Iwi Development	**Location**	Whakatāne and/or Various Locations
Agreed By (Please Sign)	Position Holder		
	Manager/Team Leader		Date
	HR Manager		Date

Chief Executive Officer

Executive Director - Academic

Head of School of Iwi Development

National Programme Co-ordinator – Bachelor of Matauranga Māori & Certificate in Wai Ora

Lecturer – Bachelor of Matauranga Māori

Lecturer - Wai Ora x 1 FT Whakatāne

Lecturer – Wai Ora x 2 permanent and x 2 fixed term - Whakatāne and/or locations to be negotiated
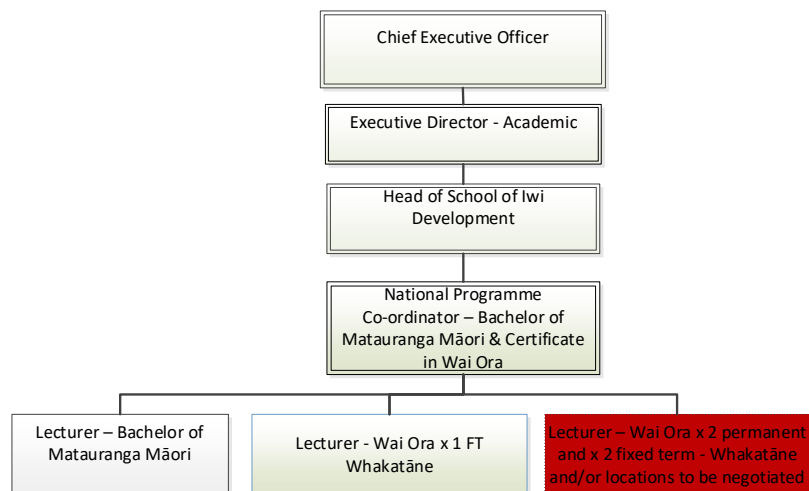
STATEMENT

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

- To assist the School of Iwi Development in the discipline of Wai Ora in particular, and in meeting their strategic plans. This includes teaching, research and other general academic and administrative work.

DIMENSIONS AND AUTHORITY

Staff   *None*

Financial: *Nil*

RELATIONSHIPS

Internal:

- Head of School of Iwi Development
- Other Lecturers – Wai Ora
- Academic Advisor/Regional Monitors, School of Iwi Development
- Other managers and staff in the School of Iwi Development
- Academic Registry staff including Programme Administrator for Wai Ora
- Other Te Whare Wānanga o Awanuiārangi staff at Tamaki, Whangarei and Whakatane campuses as applicable.
- Wai Ora Students

External:

- Marae where Wai Ora programme is delivered.
- Other marae and community groups.
- Iwi and hapū.
- Community and business organisations

KEY RESULTS AREAS

You will be expected to teach the Certificate in Wai Ora programmes within the Wānanga.

The role of Lecturer encompasses the following major functions or Key Result Areas:

1. Teaching
2. Administration
3. Community engagement
4. Team and personal effectiveness
5. Effective Communication and client focus
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: Teaching
 	
• Deliver to our students enrolled on our programme's education of the highest quality.
 	
• The outcomes of courses taught exceeds the performance requirements of NZQA/Te Whare Wānanga o Awanuiārangi Academic Board and other accreditation agencies.
	• Students able to demonstrate a high level of knowledge and skills consistent with the course outlines.
	• Determined outcomes of the course/programme exceeded. Students follow a coherent learning programme evidenced by;
	    • Timetabled lesson plans
	    • Quality resources
	    • Assessments

• Assist in the development of workbooks and Lecturer/Kaiako guidelines for Wai Ora L3 & L4 programmes.	• Assist in developing workbooks, programme resources and guidelines for Lecturers as agreed with Head of School, and/or Academic Registry staff, including meeting specific timelines agreed for completion.
• Provide tutorial support to students enrolled on agreed Wānanga programmes distant from the main campus as required. • Promote and teach the Wai Ora programmes at a specific location and throughout New Zealand as required. • Recruit students to the Wai Ora programme and assist with recruiting students to other Wānanga programmes as may be required from time to time.	• Students receive regular positive feedback on their progress evidenced by formal results and evaluations • Students have adequate access to tutorial support and assistance with on line and distance learning • Assist the marketing initiatives to promote the programme as evidenced by increased student enrolments. • For your cohort, ensure student enrolment documentation is completed to the required standards and forwarded on to Academic registry in a timely manner. Follow-up with students about all enrolment matters to be completed in a timely manner. • Minimum student recruitment requirements for the Wai Ora programme are met when minimum enrolments to EA status are achieved.
• Demonstrate a commitment to te reo Māori, āhuatanga Māori me ngā tikanga Māori.	• Incorporate te reo Māori, āhuatanga Māori and tikanga Māori into the papers taught.
• Provide professional guidance to students on-campus, off-site locations, at noho marae and on field trips. • Remain current in the use of the technology in education, teaching and learning knowledge and current learning practices. Contribute to and practice the dissemination of such knowledge within the programmes.	• Participate in such activities. Evidenced by desk diaries, workbooks and meeting minutes. Agreed outcomes achieved. • Courses will reflect the best research and exemplary practices. • Adopt and utilise the eWānanga Online Learning system for delivery support of programmes. • Professional and development outcomes.

• Complete programme administration according to Wānanga policies and guidelines.	• Positive student evaluations. • Administration tasks completed within timeframes and in accordance with guidelines.
KRA 2: Administration • Participate in and contribute to the administrative processes in the Wānanga. • Undertake particular tasks and responsibilities to maintain the effective and efficient administration of the Institute and Schools whose programmes we deliver.	• Provide agreed weekly programme reports to line manager in agreed format/template. • Attendance at Programme Academic Committee meetings (frequency of attendance to be agree with line Manger), and attendance at Wānanga meetings. Involvement in policymaking and implementation of policy. Evidenced by meeting minutes. • Maintain time frames for the efficient administrative management of the programme(s) as evidenced by written communications.
KRA 3: Community Engagement • Demonstrate the ability to forge and maintain strong links with individuals, community, Iwi, hapū and organisations concerned with the promotion and practice of the aims and objectives of Awanuiārangi and the programme(s).	• Consistent, constructive and effective liaison with the staff, students, professional organisations, business organisations, Iwi and hapū groups. Evidenced by diary notes and meeting minutes.
KRA 4: Team and Personal Effectiveness • Provides relief to team members during leave or peak workload. • Documents critical functions within areas of responsibility. • Where appropriate carries our co-ordination duties effectively and efficiently. • Continual updates own knowledge and skills relating to technology, administrative systems and other related to the position.	• Team are supported as required. • Feedback evidences good communication is fostered with the team and other staff members. • Timely completion of Programme Academic Committee (PAC) duties. • Work processes are updated on an annual basis. • Professional development and training is undertaken as required.
KRA 5: Effective Communication and client focus. • Develop effective relationships with stakeholders, clients and external agencies through provision of information and development of effective communication channels in order to influence quality thinking internally and externally, advocate across stakeholder organisations, work with agencies and other external organisations to contribute to the Quality Improvement way of working.	• Effective relationships are built and maintained. • Effective communication with stakeholders. • A strong customer focus in maintained.

6. General Requirements of all Wānanga Employees

- 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;
- 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.
- Strive for high student retention and success;
- Ensure your own safety and the safety of others while at work;
- Meet your obligations under the Health and Safety at Work Act 2015 by:
  - 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;
- Understand hazard management and identify them in the context of your work environment;
- Be culturally aware;
- Participate in the Wānanga appraisal process;
- Improve and develop yourself through training and professional development opportunities;
- Undertake any other key duties as agreed with your Manager;
- Commit to assisting your manager/supervisor to achieve Educational goals.

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**
• A teaching qualification or evidence of previous adult teaching experience. • A current, unrestricted private motor vehicle licence. **AND** For Lecturers teaching at L4. • A relevant water science diploma or equivalent relevant work experience in the field of water resource use as it pertains to whanau, hapū, iwi or community resource use and Kaitiakitanga. For Lectures teaching at L3:	• Adult teaching qualification. • A relevant Bachelors' degree • A relevant Diploma qualification.

• A relevant water science certificate at level 4 or equivalent relevant work experience in the field of water resource use as it pertains to whanau, hapū, iwi or community resource use and Kaitiakitanga.	

Experience	
• Understanding of, and experience in the field of water resource use and Kaitiakitanga. • Experience in the delivery of the prescribed course or programme. • Networks with relevant marae, iwi, hapū and/or community groups.	• Evidence of sound relationships and commitment to Iwi, community, industry and professional groups.

Skills and Attributes	
• Te reo Māori skills to at least intermediate level and a practicing knowledge of Tikanga Māori. • Demonstrated excellence in teaching, using a variety of skills and ranges of methodologies and techniques. • Understanding and commitment to Equal Educational Opportunities and an awareness and understanding of Te Tiriti o Waitangi.	• Te Reo Māori fluency.

Competencies	**Looks Like**
Values Alignment 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.	• Examines and clarifies personal values and behaviours • Communicates and models' organisational values • Uses organisational values in decision-making • Manages own personal development and learning.
Tauira/Customer Service 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.	• 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.
Work Standards Setting high goals or standards of performance for self and organisation; being dissatisfied with average performance; self-imposing standards of excellence rather than having standards imposed by others.	• Sets high performance standards • Emphasises high standards to others • Shows pride when standards are met • Shows dissatisfaction with substandard performance.

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.	• Clarifies details of tasks • Completes all details • Checks outputs for accuracy and completeness • Follows established procedures • Maintain checklist to cover details.
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.	• Sets clear, challenging accountabilities and performance objectives and measure the results • Commits to action individually, or in the team
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.	• 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.
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.	• 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. Whakakiia 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 whainga, 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 Āhuatanga Māori. This means that Māori knowledge and practices are central components to the academic programmes, teaching delivery and student experiences.

Tikanga Māori and Te Reo Māori are central to the way in which we operate and is 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)*, Whangarei, and Wairoa currently. We also deliver on marae across the country.

School of Iwi Development

The School of Iwi Development's goal is to facilitate *te whakapakaritanga me te hiki i te mātauranga o te iwi Marae i roto o Aotearoa*.

Its' role is to bring hapū members together to learn about themselves, and to provide a stairway to higher learning. As the school's students are predominantly second-chance learners, every effort is made to meet their needs and provide the necessary support. This may include helping prepare prospective students to meet entry requirements for a course of study.

Community Education, Te Pouhono, Kai Oranga, and Wai Ora programmes are run at marae, allowing students to benefit from the direct support of whānau, iwi and marae members. Courses are designed to ensure students achieve and progress to the next level of study. As they negotiate this clear, established pathway to degree-level study, students gain confidence and are ready for the challenge.