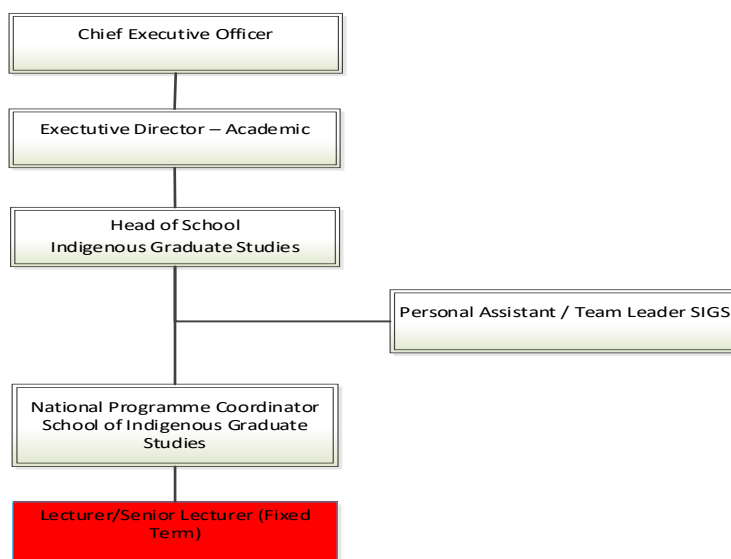


Job Description

Position Title	Lecturer / Senior Lecturer	Team/ School:	School of Indigenous Graduate Studies
Position Holder		Date	June 2025
Reports to	National Programme Co-ordinator – School of Indigenous Graduate Studies	Location	Whakatāne or Hamilton
Agreed By (Please Sign)	Position Holder		
	Manager/Team Leader		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

To contribute to graduate programmes, as appropriate through teaching and co-ordinating papers, supervision and related responsibilities in support of the programmes within the school.

DIMENSIONS AND AUTHORITY

Staff *None*

Financial: *Nil*

RELATIONSHIPS

Internal:

- Academic staff
- Academic Registry staff
- Students
- Other staff

External:

- Community and business organisations
- Iwi and hapū

KEY RESULTS AREAS

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

1. Academic Teaching
2. Research
3. Administration
4. Community engagement
5. Team and personal effectiveness
6. Effective communication and customer focus
7. General requirements of all Awanuiārangi employees

KEY RESULTS AREAS

The role of Senior Lecturer encompasses the following Key Result Areas;

Key Result Areas What am I meant to do?	How do I know I'm successful?
KRA 1: Academic Teaching <ul style="list-style-type: none">• To deliver to the students, quality education through knowledge and skills excellence and	

<p>to supervise students research projects/thesis by modelling a range of pedagogically sound teaching techniques.</p> <ul style="list-style-type: none"> • To deliver the outcomes of the paper/programme in a manner that exceeds the requirements of NZQA/Te Whare Wānanga o Awanuiārangi Academic Board and other accreditation agencies. • To undertake particular tasks and responsibilities to maintain the effective and efficient administration of the Graduate School and Te Whare Wānanga o Awanuiārangi. • To promote and teach the programmes of Awanuiārangi both within the campus and off-site locations. • To provide professional guidance to students on-campus, off-site locations, at noho marae and on field trips. • Act as resource person in your area of expertise, as required and agreed with manager. • To assist in the delivery of papers in other programmes where own specialization and specific knowledge and skills are relevant to the programme. Delivery in other programme areas outside of the School to be agreed with manager and relevant NPC and HOS. • To keep abreast of the technology, teaching and learning knowledge and current practices and to contribute to the dissemination of such within the programmes. 	<ul style="list-style-type: none"> • Students able to demonstrate a high level of knowledge and skills consistent with the course outlines. • Evidence of analysis of own teaching. • Evidence of positive student evaluations. • Determined outcomes of the paper/programmes exceeded. • Students follow a coherent and relevant learning programme evidenced by; <ul style="list-style-type: none"> ○ Lesson plans ○ Assessments • Students receive regular positive feedback on their progress evidenced by desk diaries and formal results. • Taura Support Services are used as appropriate and this is evidenced by desk diaries/written communications. • Maintain time frames for the efficient administrative management of the programme as evidenced by written communications and outputs. • Assist the Head of School when required with off campus marketing activities as required. Participate in such activities. • Evidenced by desk diaries, workbooks and meeting minutes. • Agreed outcomes achieved. Reflected in; <ul style="list-style-type: none"> ○ the teaching programme ○ published works ○ presentations. • Delivery in other programmes areas as agreed with line manager, is reflected in approved workload plan. • Courses will reflect the best research and exemplary practices. • Adopt and utilise the eWānanga Online Learning system for delivery support of programmes. • Agree professional development outcomes with manager each year.
<p>KRA 2: Research</p> <ul style="list-style-type: none"> • Engage in and complete approved research project(s) including engaging in Performance Based Research Fund activities, and where appropriate lead research projects on behalf of the School. • Assist in the provision of resources and publications. 	<ul style="list-style-type: none"> • Research activity and outputs to be agreed with Manager and recorded in annual workload plan. • Research outputs must be aligned to approved research projects, completion of milestones and completion of final reports that exceed manager, and internal or external funding agencies expectations.

<ul style="list-style-type: none"> Research workload will be negotiated with manager and recorded in your annual workload plan. 	<ul style="list-style-type: none"> Research outputs may include: <ul style="list-style-type: none"> Published works OR Seminar presentation to staff at Professional development meetings OR Presentation of papers at external conferences. Conference/presentation papers and published works to be made available to the library. Mentoring of emerging research staff.
KRA 3: Administration <ul style="list-style-type: none"> Participate in and contribute to the administrative and consultative processes in the Wānanga. Undertake particular tasks and responsibilities to maintain the effective and efficient administration of Te Whare Wānanga o Awanuiārangi, and the Schools whose programmes we deliver. As allocated by Head of School; co-ordinate paper(s), be involved in graduate committees and where necessary, administer the PhD contact blocks. 	<ul style="list-style-type: none"> Attendance at School, Programme, Academic Committee and other Committees as agreed with manager. Attendance at Wānanga meetings, involvement in policymaking and implementation of policy. Evidenced by meeting minutes. Compliance with Academic regulations, policies and procedures. Provide academic leadership for papers coordinating, maintain time frames for the efficient administrative management of the programme(s)/papers as evidenced by written communications.
KRA 4: Community Engagement <ul style="list-style-type: none"> To 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) 	<ul style="list-style-type: none"> 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 5: Team and Personal Effectiveness <ul style="list-style-type: none"> Provides relief to School of Indigenous Graduate Studies team members during leave or peak workload. 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 on an annual basis. Professional development and training is undertaken as required.
KRA 6: Effective Communication and Customer Focus <ul style="list-style-type: none"> Develop effective relationships with stakeholders, customers and external agencies through provision of information and development of effective communication channels in order to influence quality thinking internally and 	<ul style="list-style-type: none"> Effective relationships are built and maintained. Effective communication with stakeholders. A strong customer focus is maintained.

externally, advocate across stakeholder organisations, work with agencies and other external organisations to contribute to the Quality Improvement way of working.	
7. General Requirements of all Wānanga Employees <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; • 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; • Create and maintain complete and accurate information and records within their domain in approved business information systems and applications in a timely manner as a routine part of their work practice; • Comply with information and records management policies, standards, guidelines, and procedures; • Be culturally aware and EEO in all aspects of work and development; • 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 line 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 Head of School.

Person Specification

Technical/Professional Qualification	
Essential	Desirable
<ul style="list-style-type: none"> • A minimum of a PhD degree. • A teaching qualification • A current, unrestricted private motor vehicle licence. 	<ul style="list-style-type: none"> • An adult teaching qualification.
Experience	
<ul style="list-style-type: none"> • Extensive tertiary teaching experience at post graduate level. • Experience in delivery of the prescribed courses and programmes including Mātauranga Māori, Kaupapa Māori, Te Reo Māori, Indigenous 	<ul style="list-style-type: none"> • Evidence of commitment to iwi, community, industry and professional groups.

<p>Studies and the ability to teach across a range of disciplines relevant to the Masters in Matauranga programme, Masters in Indigenous Studies, Professional Doctorate and PhD programmes.</p> <ul style="list-style-type: none"> • Previous experience supervising thesis students. • Experienced in monitoring, assessing and delivery of the prescribed papers and programmes. • Proven experience in relational and culturally responsive teaching is essential to this role, along with knowledge of current and critical issues in your field of expertise relating to Māori/Pacific and Indigenous communities, both nationally and internationally. • Demonstrated record of distinguished achievement in research and publications in disciplines related to your specialist discipline. • Demonstrated excellence in teaching, using a variety of skills and ranges of methodologies and techniques. • A demonstrated record of on-going professional development. 	
Skills and Attributes	
<ul style="list-style-type: none"> • High level of proficiency in written and spoken Te Reo Māori and English. • Can apply Tikanga Māori in an educational setting. • A proven ability to work co-operatively with colleagues both as a team member and a team leader. • Ability to work autonomously and to complement and contribute to the work and outcomes of Te Whare Wānanga o Awanuiārangi. • Ability to use Microsoft Word, Excel, Outlook and Power Point applications effectively • Commitment and skills to promote gender and cultural equity in education. • Understanding and commitment to Equal Educational Opportunities and an awareness and understanding of Te Tiriti o Waitangi. 	
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

	<ul style="list-style-type: none"> • 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.	<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
Competencies	Looks Like
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	<ul style="list-style-type: none"> • 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.	<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
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	<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
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.	<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
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	<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

and enhanced performance; teamwork is as important as teams.	<ul style="list-style-type: none"> • Supports team decisions and shares accountability within the team • Works co-operatively and exchanges information freely
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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 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, 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*) and Te Taitokerau. We also deliver on marae across the Te Ika a Maui (*North Island*).

SCHOOL/DEPARTMENT

School of Indigenous Graduate Studies

The primary goal of the School is to provide quality graduate programmes that incorporate quality learning and teaching experiences for students. The growth in student enrolments in our doctoral programme and the Masters has continued to lift quickly and is expected to grow rapidly in the coming years.

Our Graduate programmes are unique in the way in which they utilise whānau, Kaupapa Maori pedagogy and draw from the works and inspirations of indigenous peoples more broadly. We aim to provide an environment where students support and mentor each other along the journey – an opportunity to share, develop, support and work together in an environment that supports and nurtures graduate students.

We have high expectations about the quality of the programmes we deliver and continuously reflect on improving what we do.