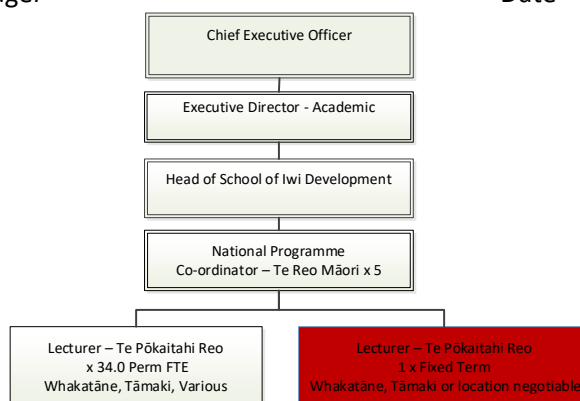


Job Description

Position Title	Lecturer – Te Pōkaitahi Reo	Team/ School:	Te Pōkaitahi Reo School of Iwi Development
Position Holder		Date	July 2025
Reports to	National Programme Coordinator – Te Reo Māori	Location	Tāmaki Makaurau (Auckland – Manukau), Whakātane or location negotiable
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 deliver the Te Pōkaitahi Reo suite of programmes from level 1 – 6 which includes the delivery of either 6-month or 12-month community or tailored programmes and assist the School of Iwi Development in meeting their strategic plan. This includes teaching, and other general academic and administrative work.

A full-time role (1.0 FTE/37.5 hours per week) includes the delivery of two 6-month cohorts in a 12-month period with one 6-month cohort delivered in semester 1, and another 6-month cohort delivered in semester 2, OR two 12-month cohorts delivered over the full academic year. Part time hours (0.5 FTE/18.75 hours per week) include the delivery of one 12-month cohort over a full academic year..

DIMENSIONS AND AUTHORITY

Staff *None*

Financial: *Nil*

RELATIONSHIPS

Internal:

- Head of School, School of Iwi Development (SID)
- National Programme Coordinators – Te Reo Māori
- Other Lecturers - Te Pōkaitahi Reo
- PA to HOS School of Iwi Development/Team Lead
- Academic Administrators (SID)
- Site Manager/Site Coordinator – Tāmaki Site
- Site Co-ordinator Whakatāne Campus
- All other staff
- Students/Tauira

External:

- Iwi and hapū
- Community and/or Business organisations

KEY RESULTS AREAS

You will be expected to teach the 6 or 12-month Te Pōkaitahi Reo suite of programmes (level 1-6).

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

1. Teaching
2. Administration
3. Professional development
4. Community engagement
5. Team and personal effectiveness
6. Effective Communication and client focus
7. 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 <ul style="list-style-type: none">• Deliver to our students enrolled on our programme 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.	<ul style="list-style-type: none">• 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.<ul style="list-style-type: none">• Timetabled lesson plans• Quality resources

<ul style="list-style-type: none"> • Provide tutorial support to students enrolled on agreed Wānanga programmes distant from the main campus as required. • Adopt and utilise the eWānanga Online Learning system for delivery and delivery support of programmes. • Promote and teach the Te Reo Māori programmes of Awanuiārangi throughout New Zealand as required. • Recruit students to all and any Wānanga programmes as may be required from time to time. • Demonstrate a commitment to te reo Māori, āhuatanga Māori me ngā tikanga Māori. • 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. • Complete programme administration according to Wānanga policies and guidelines. 	<ul style="list-style-type: none"> • Assessments • Students receive regular positive feedback on their progress evidenced by formal results and evaluations. • Students have adequate access to tutorial support and assistance with online and distance learning. • Assist the marketing department to promote the programme as evidenced by increased student enrolments. Assist with off campus marketing activities. • Incorporate te reo Māori, āhuatanga Māori and tikanga Māori into the papers taught. • Participate in such activities. Evidenced by desk diaries, workbooks, and meeting minutes. Agreed outcomes achieved. • Courses will reflect the best research and exemplary practices. • Professional and development outcomes. • Positive student evaluations. • Administration tasks completed within timeframes and in accordance with guidelines.
<p>KRA 2: Administration</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Attendance at team, site, School, Programme, Academic Committee and 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.
<p>KRA 3: Professional Development</p> <p>Actively seek out opportunities to grow professionally as negotiated with the manager.</p>	<ul style="list-style-type: none"> • Development and implementation of a relevant and realistic professional development plan agreed during performance appraisals.
<p>KRA 4: Community Engagement</p> <ul style="list-style-type: none"> • 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.

<p>KRA 5: Team and Personal Effectiveness</p> <ul style="list-style-type: none"> • Provides relief to team members during leave or peak workload. • Documents critical functions within areas of responsibility. • Where appropriate carries out co-ordination duties effectively and efficiently. • Continual updates own knowledge and skills relating to technology, administrative systems and other related to 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. • Timely completion of Programme Academic Committee (PAC) duties. • Work processes are updated on an annual basis. • Professional development and training are undertaken as required.
<p>KRA 6: Effective Communication and client focus</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Effective relationships are built and maintained. • Effective communication with stakeholders. • A strong customer focus is maintained.
<p>KRA 7: 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 Wānanga 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 degree in Te Reo Māori and/or equivalent relevant Te Reo Māori adult teaching experience. (Lecturer – Te Pōkaitahi Reo teaching levels 1-6). • A teaching qualification. • OR an adult teaching qualification. • A current, unrestricted private motor vehicle licence. 	<ul style="list-style-type: none"> • A relevant bachelor's degree.
Experience	
<ul style="list-style-type: none"> • Experience teaching Te Reo Māori. • Experience in delivery of the prescribed courses and programmes. • Experience in online delivery. • Te reo Māori skills to at least intermediate level and a practicing knowledge of Tikanga Māori (teaching levels 1 - 2) or advanced levels of Te Reo Māori skills teaching levels 3-6) • Knowledge of local iwi dialects. 	<ul style="list-style-type: none"> • Tertiary teaching experience. • Te Reo Māori fluency.
Skills and Attributes	
<ul style="list-style-type: none"> • Strong communication and interpersonal skills • Good written and oral communication and presentation skills • Networks with marae, iwi, community groups in the relevant region. • Working knowledge of tikanga and conversational ability in Te Reo Māori • Research skills • Knowledge of quality improvement systems and processes. 	<ul style="list-style-type: none"> • Evidence of sound relationships and commitment to iwi, community, industry, and professional groups.
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.	<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.
Tauira/Customer Service Proactively develops student/customer relationships by making efforts to listen to and understand the	<ul style="list-style-type: none"> • Focuses on tauira/customer needs and meets or exceeds their requirements

tauirā/customer (both internal and external); anticipating and providing solutions to tauirā/customer needs; giving high priority to tauirā/customer satisfaction.	<ul style="list-style-type: none"> • Clarifies tauirā/customer needs • Confirms satisfaction • Listens and empathises • Develops approaches that provide total solutions for tauirā/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	<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 and enhanced performance; teamwork is as important as teams.	<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. 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 whāinga, 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, 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. Te Whare Wānanga o Awanuiārangi provides educational opportunities to all Māori, New Zealanders and indigenous students through campuses based in Whakatāne, Auckland (Tāmaki) and Wairoa as well as marae centred programmes delivered across Aotearoa.

Operations are based at three locations – Whakatāne, Tāmaki Makaurau (*Auckland*) and Wairoa, with a 4th site location currently being determined in the North (Te Tai Tokerau). We also deliver on marae across the Te Ika a Maui (*North Island*).

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 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.

At this time the programmes offered by the School of Iwi Development include Certificates in Kai Oranga Level 4, Wai Ora Level 3 and 4, Adult Community Education level 0, Te Pouhono levels 3 and 4, Te Pōkaitahi Reo levels 1 – 6, and the Bachelors of Matauranga Māori.