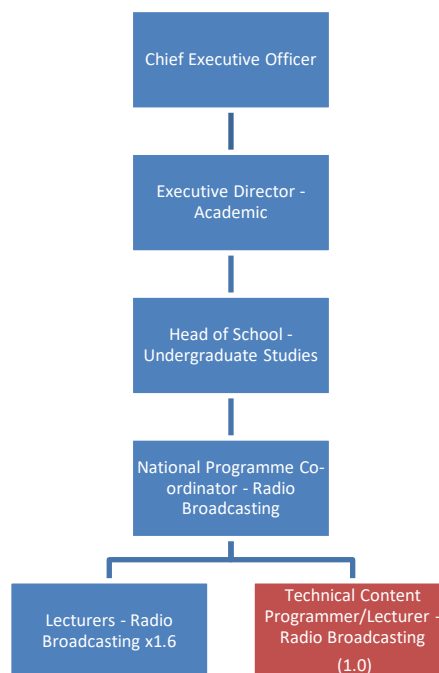# Position Description

Position Title	Technical Content Programmer/Lecturer – Radio Broadcasting	**Team/ School:**	Radio Broadcasting School of Undergraduate Studies
Position Holder		**Date**	February 2025
Reports to	National Programme Coordinator – Radio Broadcasting	**Location**	Tāmaki Makaurau
Agreed By (Please Sign)	Position Holder		
	Manager/Team Leader		Date
	HR Manager		Date

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                    Chief Executive Officer
                            |
                    Executive Director -
                        Academic
                            |
                    Head of School -
                    Undergraduate Studies
                            |
                    National Programme Co-
                    ordinator - Radio
                        Broadcasting
                            |
            ┌───────────────┴───────────────┐
    Lecturers - Radio              Technical Content
    Broadcasting x1.6              Programmer/Lecturer -
                                   Radio Broadcasting
                                        (1.0)
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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

The Technical Content Programmer/Lecturer – Radio Broadcasting is responsible for programming on-campus radio stations and teaching key competencies in audio engineering and radio programming. This role involves maintaining studio equipment, ensuring software licensing, and staying updated with current broadcasting technology.

DIMENSIONS AND AUTHORITY

Staff   *Nil*

Financial: *Nil*

RELATIONSHIPS

Internal:

- National Programme Co-ordinator – Radio Broadcasting
- Other Lecturers
- Head of School Staff within School of Undergraduate Studies
- Other Te Whare Wānanga o Awanuiārangi staff
- Radio Broadcasting students

External:

- Radio broadcasters
- Marae and community groups
- Iwi and hapū
- Community and business organisations

KEY RESULTS AREAS

The role of Technical Content Programmer/Lecturer – Radio Broadcasting encompasses the following major functions or Key Result Areas:

1. Teaching
2. Administration
3. Studio Management
4. Programming and Technical Support
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
• Deliver to our students enrolled on our programmes, education of the highest quality through mixed mode delivery.
• Provide tutorial support to students enrolled on agreed Wānanga programmes through face-to-face and online teaching and learning platforms.
• Teach the Radio Broadcasting programme, specifically:
   o in the use of audio and visual editing software, including Adobe Audition and Premiere Pro;
   o instruct on equipment and software for announcing, audio production and video editing.
	• Students able to demonstrate a high level of knowledge, skills and practice consistent with course outcomes.
	• Students follow a coherent learning programme evidenced by;
	     • Timetabled lesson plans
	     • Quality resources
	     • 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.
	• Students are able to demonstrate a high level of competency with course resources, software and hardware

• 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.	• Assist the marketing initiatives 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. Adopt and utilise the eWānanga Online Learning system for delivery support of programmes. Professional and development outcomes. • Positive student evaluations.
KRA 2: Administration • Participate in and contribute to the academic and 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. • Complete programme administration according to Wānanga policies and guidelines.	• Attendance at School, Programme, Academic Committee and Wānanga meetings evidenced in minutes held. • Involvement in policymaking and implementation of policy. Evidence of participation held. • Maintain time frames for the efficient administrative management of the programme(s) as evidenced by written communications, and the completion of documentation that complies with relevant programme and administration process requirements.

	• Administration tasks completed within timeframes and in accordance with guidelines.
KRA 3: Studio Management • Ensure studio is readily available for training purposes. • Ensure software meets programme requirements. • Advise on engineering and studio design for new builds.	• Studio equipment is managed and maintained. • Collaborate with IT department to ensure programme requirements are met. • Knowledge requirements are kept current and up to date. • The studio and studio equipment is available for tauira to undertake training/learning without fault.
KRA 4: Programming and Technical Support • Program on-campus radio stations using Zetta, GSelector, and AVRA. • Keep up to date with broadcasting technology. • Support the National Programme Coordinator with business cases for new technology requirements. • Regularly check to ensure wiring is maintained.	• On-campus radio stations are specifically programmed to requirements. • Equipment relevance is maintained. • Contribution to business cases is provided as required and as directed. • Liaise with National Programme Coordinator if or when additional wiring is required. • To work in collaboration with the Programme and the IT department to ensure that software including but not limited to Nexgen, Zetta, G selector, Avra, V-Mix, and Aquira are licenced and meet the requirements of the programme.
KRA 5: Team and Personal Effectiveness • 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 of 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 and as directed.
KRA 6: 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	• Positive relationships and communication and liaison with external education providers and stakeholders is maintained at all times. • Reputation of TWWoA is positively built and maintained

internally and externally, advocate across stakeholder organisations, work with agencies and other external organisations to contribute to the Quality Improvement way of working.	• A strong customer focus in is maintained.

KRA 7: 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;
- Strive for high student retention and success;
- Meet your obligations under the Health and Safety at Work Act 2015 by;
    - o Being responsible for maintaining a safe and healthy workplace
    - o Following health and safety rules, policies and procedures,
    - o Reporting accidents, injuries and unsafe equipment, practices or conditions
    - o Taking reasonable care to look after your own health and safety at work, your fitness for work, and the health and safety of others;
- Be culturally aware; and supportive of equal educational opportunities for all;
- 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.
- 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.

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 diploma in broadcasting or relevant qualification • Excellent understanding of the Broadcasting Act and related legal considerations (libel, defamation, privacy laws). • A current, unrestricted private motor vehicle licence.	• A relevant Bachelors' degree. • Adult teaching qualification.
Experience	
• Practical knowledge and skills in Audio Production and its related software/hardware. • Experience in NZ Commercial Radio Industry. • A strong understanding and knowledge in key disciplines of radio (ie, voice, promotions, sales, creative, announcing). • Working knowledge and skills in use of social media applications. • Experience with and technical knowledge of 'back-end' hardware and software.	• Tertiary teaching experience. • Active within radio industry. • Ability to develop engaging learning opportunities.
Skills and Attributes	
• Strong communication and interpersonal skills. • Good written and oral communication and presentation skills. • Networks within radio broadcasting. • Working knowledge of tikanga and conversational ability in Te Reo Māori. • Research skills. • Knowledge of quality improvement systems and processes.	
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	• Contributes to team development, shares ideas and achievement of results • Clarifies roles and responsibilities, and priorities • Looks to help others

for better results and enhanced performance; teamwork is as important as teams.	• 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)* and Whāngarei. We also deliver on marae across the Te Ika a Maui *(North Island).*

School of Undergraduate Studies

The School of Undergraduate Studies develops and maintains

- Programmes for educators who through critical discourse will promote and enhance current and future student learning potential.
- Research programmes that enhance Māori knowledge, resources, capability and capacity in the sciences.
- Leading edge capability in educational delivery systems and learning design.
- An integrated set of timely and appropriate programmes online.
- Regional, national and international alliances to enhance our learning and research.