

Job Description

Position Title Lecturer – Kaiako Hauora/Health and Wellbeing Certificates Level 2, 3, 4 **Team/School:** School of Undergraduate Studies

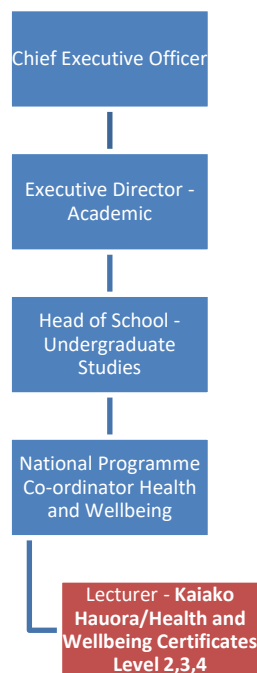
Position Holder **Date** October 2023

Reports to National Programme Coordinator Health and Wellbeing **Location** Whakatāne/Online

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 assist the School of Undergraduate Studies in the discipline of bridging to tertiary education in particular, and in meeting its strategic plan. The role includes teaching, and other general academic and administration work. This role also includes recruiting students into the NZ Certificates in Health and Wellbeing with a view to bridging students to Bachelor programmes.

DIMENSIONS AND AUTHORITY

Staff *None*

Financial: *Nil*

RELATIONSHIPS

Internal:

- National Programme Co-ordinators and academic staff
- School of Under Graduate Studies administration staff
- Marketing Staff
- Academic Registry Staff
- Operations Staff

External:

- Schools
- Iwi and hapū
- Community and business organisations

KEY RESULTS AREAS

You will be expected to recruit students and teach on the Health and Wellbeing Certificates Level 2,3,4 programme within the Wānanga.

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

1. Teaching
2. Student Recruitment
3. Administration
4. Community engagement
5. Team and personal effectiveness
6. General requirements of all Wānanga employees

Key Result Areas What am I meant to do?	How do I know I'm successful?
<p>KRA 1: Teaching</p> <ul style="list-style-type: none"> • Deliver to our students enrolled on our programmes 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 • Provide tutorial support to students enrolled on Wānanga programmes • Promote and teach the Health and Wellbeing Certificate programme at levels 2, 3 & 4 of Awanuiārangi throughout New Zealand as required. • Assist in recruiting 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 and placements. • 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. 	<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"> • Lesson plans • Assessments • Students have adequate access to tutorial support and assistance with on line and distance learning • Students receive regular positive feedback on their progress evidenced by formal results and evaluations • Assist the marketing 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.
<p>KRA 2: Student Recruitment</p> <ul style="list-style-type: none"> • Plan and recruit for students into the Health and Wellbeing Certificates Level 2,3,4. • With Marketing, source or develop promotional and networking campaigns with the Regional Director, Head of School, the National Programme Coordinators and liaise with Marketing on marketing strategies and marketing material relevant to the programme(s). • Prepare and schedule hui for Health and Wellbeing Certificates Level 2,3,4 programme recruitment presentation including recruiting school groups, potential individual students, and the wider public and interviewing potential students kanohi ki te kanohi. • Provide regular communication, (via email, phone and meetings) directly to the National 	<ul style="list-style-type: none"> • Minimum enrolments to EA status are exceeded for the Health and Wellbeing Certificates Level 2,3,4 programmes. • Regional Director, Head of School, National Programme Coordinators and Marketing Manager agree and support promotional and networking campaigns. • Actively promoting and recruiting students and undertaking targeted campaigns as agreed with manager.

<p>Programme Coordinator for Health and Wellbeing Certificates Level 2,3,4.</p> <ul style="list-style-type: none"> • Complete the full enrolment process with all Health and Wellbeing Certificates Level 2,3,4 students ensuring enrolments reach EA status. Liaise with Administration and Academic Registry staff. 	<ul style="list-style-type: none"> • Comply with Academic registry requirements in relation to enrolment processes.
<p>KRA 3: Administration</p> <ul style="list-style-type: none"> • Participate in and contribute to the administrative processes in the Wānanga. • Undertake 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 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 4: Community Engagement</p> <ul style="list-style-type: none"> • Demonstrate the ability to forge and maintain strong links with schools, individuals, community, Iwi, hapū and organisations concerned with the promotion and practice of the aims and objectives of Awanuiārangi and in particular the Health and Wellbeing Certificates Level 2,3,4 • Provide support and oversight during student placements 	<ul style="list-style-type: none"> • Consistent, constructive and effective liaison with the staff, students, schools, professional organisations, business organisations, Iwi and hapū groups. Evidenced by diary notes and meeting minutes. • Effective relationships are built and maintained. • Effective communication with stakeholders. • A strong customer focus is maintained. • Feedback from placement providers are positive.
<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 is undertaken as required.

KRA 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;
- 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;
 - 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.
- 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 relevant Bachelors' Degree.• An adult teaching qualification• A current, unrestricted private motor vehicle licence.	<ul style="list-style-type: none">• A Masters or equivalent qualification.• An adult teaching qualification.
Experience	
<ul style="list-style-type: none">• Tertiary teaching experience.• Experience within the field of bridging education.• Experience in the delivery of the prescribed courses and programmes, including advanced tertiary study, career and computer and online learning skills, Te Reo me ōna Tikanga, individual career and study planning and goal setting, and knowledge systems.• Demonstrated excellence in teaching, using a variety of skills and ranges of methodologies and techniques.• Experienced in monitoring, assessing and delivery of papers within academic programmes.	<ul style="list-style-type: none">• Knowledge and experience in the Wānanga sector.• Evidence of sound relationships and commitment to schools, Iwi, community, industry and professional groups.

<ul style="list-style-type: none"> • Demonstrated strong links and relationships with relevant stakeholders including schools, iwi and hapu networks. 	
Skills and Attributes	
<ul style="list-style-type: none"> • The ability to kōrero te reo Māori to at least an intermediate level, and a practicing knowledge of Tikanga Māori. • Ahuatanga Māori-The ability to embrace a Māori world view that is underpinned by the values of Pono, Tika and Aroha. • Understanding and commitment to Equal Educational Opportunities and an awareness and understanding of Te Tiriti o Waitangi. 	<ul style="list-style-type: none"> • The ability to kōrero te reo Māori and a practicing knowledge of Tikanga Māori.

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 excellence rather than having standards imposed by others.</p>	<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.
<p>Attention to Detail</p> <p>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</p> <p>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

<p>Technical/Professional Knowledge</p> <p>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</p> <p>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. Whakakīia 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 Whangarei. We also deliver on marae across the Te Ika a Maui (*North Island*).

School Undergraduate Studies

The School of Undergraduate Studies maintains and develops:

- 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 business and management.
- 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