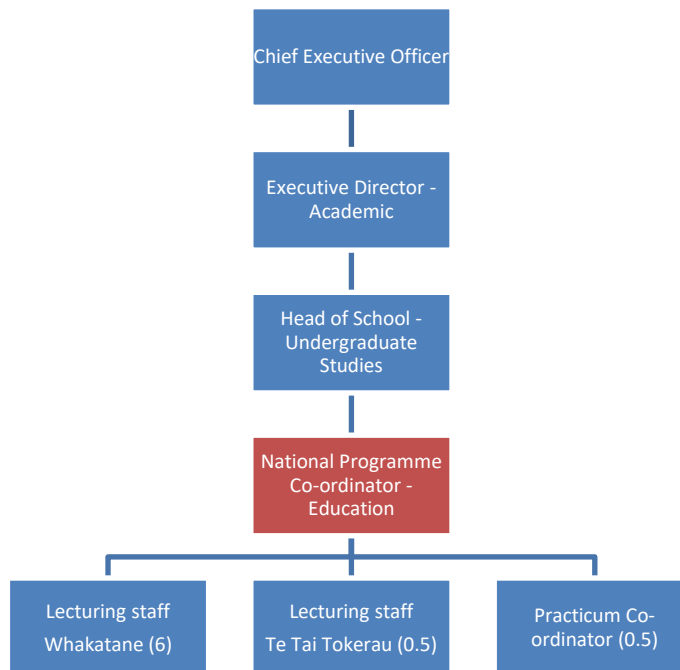


Job Description

Position Title	National Programme Co-ordinator - Education	Team/ School:	School of Undergraduate Studies
Position Holder		Date	October 2023
Reports to	Head of School	Location	Whakatāne
Agreed By (Please Sign)	Position Holder		Date
	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 lead and coordinate the delivery of the Education programme or programmes, as appropriate through managing, team-leading and related responsibilities. There is also a requirement to assist in other programmes and departments within the Wānanga, and in response to community and Iwi initiatives. This position also has a 0.25 FTE teaching component.

DIMENSIONS AND AUTHORITY

Staff *7 Direct reports*

Financial: Nil

KEY RELATIONSHIPS

Internal:

- Head of School
- Programme Administrators
- Other National Programme Coordinators - School of Under Graduate Studies
- Academic Registrar and other Registry staff
- Quality Manager
- Programme Academic Committee (PAC)
- School Academic Committee (SAC)
- Corporate Registry Staff (IT, Operations, Marketing, Finance)
- CE Office and HR Staff
- Other managers
- Other staff
- Students

External:

- Teaching Council
- Schools/Kura/ECE/Kohanga
- Community
- Iwi/Kaumātua
- Māori and mainstream secondary schools
- Wānanga
- Universities
- Kura Kaupapa Māori
- National regulators
- Programme Advisory Board
- Degree panels and monitors
- External Moderator

KEY RESULTS AREAS

The role of National Programme Co-ordinator – Education encompasses the following major functions or Key Result Areas:

1. Cultural Integrity
2. Planning
3. Educational Leadership/Programme Co-ordination
4. People Leadership
5. Financial Management and Reporting
6. Teaching
7. Practicum
8. Research
9. Relationship Management
10. 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: Cultural Integrity</p> <ul style="list-style-type: none"> • Demonstrate commitment to the Vision, Mission and Values of Te Whare Wānanga o Awanuiārangi. • Actively contribute to leadership at Te Whare Wānanga o Awanuiārangi. 	<ul style="list-style-type: none"> • Champion Ngā Uara (values) and their application throughout the programme and school, leading by example. • The principles of tika, pono and aroha guide the actions of all leaders and staff in everything they do. • Attend team, programme, school and organisational hui and events. • Evidence of proactive leadership is witnessed by manager, peers and staff. • Peer support provided to other leaders. • Reputation of TWWoA is upheld at all times.
<p>KRA 2: Planning</p> <ul style="list-style-type: none"> • Lead the review, development, and execution of the education operational plans ensuring alignment with Strategic and other organisational planning documents, School Plans, and alignment with TWWoA values. 	<ul style="list-style-type: none"> • Collect and use relevant and up-to-date data and information (trends, internal and external environmental assessment reports, bench marking etc) to inform planning. • Programme plans developed with Head of School, approved and implemented and key performance indicators are met. • Where specific plans are required, such as marketing plans, these must be developed in conjunction with the Head of School and Marketing Manager.
<p>KRA 3: Educational Leadership/Programme Co-ordination</p> <ul style="list-style-type: none"> • Ensure quality delivery of the Bachelor of Education programme and other education programmes within the School of Undergraduate Studies to students. 	<ul style="list-style-type: none"> • Programme responds to needs, gaps, and priorities and is supported annually by Head of School and Executive Leadership.

<ul style="list-style-type: none"> • Ensure students receive high quality teaching and learning experiences and outcomes. • Oversee the development and implementation of programme development and review plans for the Bachelor of Education and other education programmes. • Programme development plans are monitored and reviewed annually. • Manage risk across all aspects of planning and delivery for the Bachelor of Education programme. 	<ul style="list-style-type: none"> • Enrolment plan for programme is developed, approved and implemented as agreed with Head of School. • Educational performance indicators, and EFT's targets are met annually. • Lead Programme Academic Committee and attend Wānanga meetings, involvement in policymaking and implementation of policy. Evidenced by meeting minutes. • Quality management and continuous improvement plans are implemented, policies and procedures are complied with. • Retention, completion and graduation targets for programmes are met or exceeded annually. • Programme is delivered in compliance with approved programme, NZQA and TEC requirements. • Programme is delivered in compliance with Teaching Council requirements. • Student complaints are managed in accordance with policy and in a timely manner. • Student satisfaction is monitored and reported, and improvement plans and strategies identified and implemented as agreed. • Evidence from student evaluation forms shows that students are satisfied with the quality of programme • Programme development plans are approved and implemented within agreed timelines. • Programme development plans are submitted to Academic Registry in a timely manner. • Documented evidence of programmes being monitored and reviewed annually is held/reported. • All documentation is accurately presented within agreed timeframes. • Programme risk management plan developed and approved by Head of School and implemented with agreed risk mitigation strategies implemented.
<p>KRA 4: People Leadership</p> <ul style="list-style-type: none"> • Provide exceptional academic leadership in programme area to support staff. Also provide leadership in the school and across the organisation. • Provide leadership, and manage the performance of all direct reports. 	<ul style="list-style-type: none"> • Leadership behaviours are displayed and aligned with Ngā Uara (values). • Staff roles and responsibilities are clearly defined and understood. Work objectives are regularly reviewed and staff are competent in

<ul style="list-style-type: none"> • Develop and implement professional development programmes for direct reports and ensure professional development plans are in place for direct reports. • Develop and implement your professional development programme which is supported and approved by your line manager. • Ensure that all human resource processes and practices meet TWWoA HR policy and procedures requirements, are guided by best practice, and comply with employment legislation. 	<p>undertaking their assigned tasks and responsibilities.</p> <ul style="list-style-type: none"> • Performance appraisals are completed annually. Performance management issues are addressed in a timely manner and in accordance with HR best practice, Employment Law, HR policies and procedures and as agreed in the relevant Employment Agreement. • Staff complaints are managed in accordance with HR policy and procedure. • Professional development plans for staff and self are developed, approved and implemented annually as agreed. • Compliance with relevant legislations, policy, procedure, and employment agreement. • No PG's are upheld.
<p>KRA 5: Financial Management and Reporting</p> <ul style="list-style-type: none"> • Develop and confirm education programme budget in agreement with Head of School, Chief Financial Officer and Executive Leadership. • Ensure achievement of programme budget (revenue and expenditure targets). • Regularly review and assess the ongoing sustainability and viability of education programmes. • Provide accurate reports monthly to the report line manager on programme performance in terms EPIs, Review outcomes, EFTS, Quality, Student feedback, Complaints, Compliance, and performance management. 	<ul style="list-style-type: none"> • Budget approved by CEO and confirmed by Council. • Budget aligns to organisational, school and plans. • Expenditure is within approved budget. • All monthly and annual budget variances are reported and an explanation provided to line manager, CFO and Finance manager in a timely manner. • Report on sustainability and viability of programmes to line manager as agreed. • Reviews address sustainability of current and future programme mix and programme development plans. • Accurate monthly reports received by Head of School by due date.
<p>KRA 6: Teaching</p> <ul style="list-style-type: none"> • Deliver to our students enrolled on our programmes, education of the highest quality. 	<ul style="list-style-type: none"> • Students able to demonstrate a high level of knowledge, skills and practice consistent with course outcomes.

<ul style="list-style-type: none"> • The outcomes of courses taught exceeds the performance requirements of NZQA/Te Whare Wānanga o Awanuiārangi Academic Board, Teaching Council of NZ and other accreditation agencies. • Provide tutorial support to students enrolled on agreed Wānanga programmes through face-to-face and online teaching and learning platforms. • Promote and teach the education programmes of Awanuiārangi throughout New Zealand and internationally 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 Wānanga, for placement and through online communications. • Remain current in teaching and learning practice including online pedagogies use of the technology in education, and teaching and learning modes. • Contribute to and practice the dissemination of such knowledge within the programmes. 	<ul style="list-style-type: none"> • Determined outcomes of the course/programme are exceeded. Evidence of internal and external moderation processes met. • Students follow a coherent learning programme evidenced by; <ul style="list-style-type: none"> • Lesson plans • Assessments • Achievement or Competency • Students receive regular positive feedback on their progress evidenced by formal results and evaluations. • Students have adequate tutorial support and assistance • Assist the marketing director 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, online use, 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 agreed and achieved. • Positive student evaluations. • Course completion outcomes • Teacher registration and full practicing certification with Teaching Council is continually updated and maintained.
<p>KRA 7: Practicum</p> <ul style="list-style-type: none"> • Ensure students meet the practicum placement requirements of their programme of study by getting students ready for practicum, and conducting and assessing student teacher performance in classroom settings. 	<ul style="list-style-type: none"> • Practicum readiness is consistent with programme outcomes and meet Teaching Council standards and Code of Responsibilities. • Conduct and assess student teacher performance in classroom settings and evidence held.

	<ul style="list-style-type: none"> • Student feedback is timely and reported in agreed format and to requirements specified and agreed with manager. • Evidence of students successfully completing practicum requirements of Te Tohu Paetahi Ako - Bachelor of Education (Teaching) programme are held. • Evidence of currency of knowledge in curriculum, use of online teaching and learning technology, and current learning practices is communicated and demonstrated. • Evidence of current information and knowledge disseminated is held.
<p>KRA 8: Research</p> <ul style="list-style-type: none"> • Ensure a research plan is developed and supported by line manager and approved. • Identify and agree research targets for PBRF. 	<ul style="list-style-type: none"> • Approved research plans are implemented and completed. • Annual research targets are met. • Staff teaching and research activity is reviewed to ensure it is proportionally balanced for their position.
<p>KRA 9: Relationship Management</p> <ul style="list-style-type: none"> • Ensure quality relationships are fostered and maintained within the programme, school and with other schools and staff at TWWoA, and with relevant primary and early years teaching institutes, communities, hapu and iwi, and iwi organisations, and with other tertiary institutes, private training establishments, professional bodies etc as agreed with manager. 	<ul style="list-style-type: none"> • Consistent, constructive and effective liaison with the staff, students, marae, hapū and iwi, community groups and organisations, professional organisations, business organisations and others. Evidenced by diary notes and meeting minutes. • Reputation of TWWoA is upheld at all times.
<p>10. 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; • 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; • Be culturally aware; and supportive of equal educational opportunities for all; • 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; • 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
<ul style="list-style-type: none"> • A minimum of a relevant Master’s degree in Education or relevant field. • Teacher registration and a teaching qualification • A current, unrestricted private motor vehicle licence. 	<ul style="list-style-type: none"> • A Ph.D in a relevant discipline • Adult teaching qualification.
Experience	
<ul style="list-style-type: none"> • Demonstrated success in leadership at a senior level • At least 5 years minimum Primary teaching experience. • Proven experience in monitoring NZQA accredited programmes • A record of research • Experience in educational quality improvement and quality assurance • Proven experience and ability to engage with iwi and other external groups. 	<ul style="list-style-type: none"> • Supervision/staff management experience of at least two years, in the tertiary environment. • Evidence of commitment to iwi, community, industry and professional groups.
Skills and Attributes	
<ul style="list-style-type: none"> • The ability to korero te reo Māori to at least an intermediate level and a practicing knowledge of tikanga Māori. • Ability to use Microsoft Word, Excel, Outlook and Power Point applications effectively 	<ul style="list-style-type: none"> • Fluency in Te Reo Māori. • Able to lead Tikanga practices in an educational environment.
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>Decision Making</p> <p>Demonstrates an ability to make decisions and consider risks about complex issues that could have significant impact.</p>	<ul style="list-style-type: none"> • Makes decisions about complex issues that could have significant impact on the organisation. • Considers all relevant information, personal experience, perceived implications, potential risks when evaluating options, and exercises good judgement. • Devises strategies for implementation and communication of decisions.
<p>People Management</p> <p>Demonstrates an ability to empower and encourage people to perform better by setting challenges and providing training.</p>	<ul style="list-style-type: none"> • Empowers and encourages people to perform better. • Brings out the best in people through setting challenging objectives. • Develops the skills and competencies of staff by providing opportunities, training and exposure to special projects.
<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>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

	<ul style="list-style-type: none"> • 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
<p>Problem Solving</p> <p>Demonstrates an ability to successfully manage problems with high complexity and a long-term focus.</p>	<ul style="list-style-type: none"> • Adopts a long term rather than short term view when seeking solutions. • Generates solutions which meet the needs and agendas of the parties involved. • Manages problems with high complexity.
<p>Project Management Skills</p> <p>Demonstrates an ability to plan and implement projects in order to achieve project objectives which lead to the achievement of organisational goals and strategies.</p>	<ul style="list-style-type: none"> • Has a track record of highly effective project management in complex and difficult areas. • Establishes and maintains links to align project objectives with organisational business objectives. • Focuses multiple project initiatives towards achieving organisational strategy. • Integrates change management strategies with project management processes. • Implements strategies which result in improved project management processes.

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, 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.

Operations are based at three locations – Whakatāne, Tāmaki Makaurau (*Auckland*) and Whangarei. We also engage marae and secondary schools across the Aotearoa and some programmes are delivered at offsite venues.

SCHOOL OF UNDERGRADUATE STUDIES

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