# Job Description

Position Title:	National Programme Coordinator/Lecturer – Indigenous Graduate Studies	**Team/ School:**	School of Indigenous Graduate Studies
Position Holder		**Date**	January 2023
Reports to	Head of School – Indigenous Graduate Studies	**Location**	Whakatāne/Tamaki Makaurau
Agreed By (Please Sign)	Position Holder		
	Manager/Team Leader		Date
	HR Manager		Date
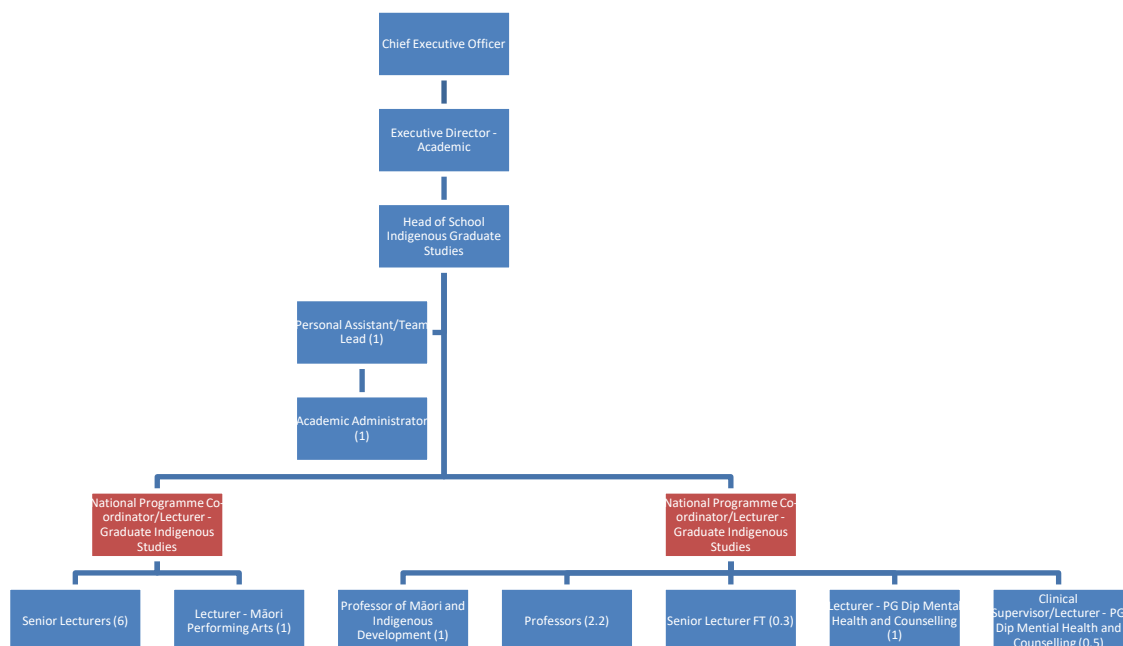
STATEMENT

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 lead the delivery and review of the Indigenous Graduate programmes in order to provide high quality teaching and learning experience for students and assist the School of Indigenous Graduate Studies, in meeting their strategic plan. This includes leading and coordinating the programme, teaching, research, and other general academic and administrative work. This role includes both leadership responsibilities as well as a 0.6 teaching workload on the programme.
- To manage all resources to ensure operational plans are achieved.
- To ensure programmes are sustainable and viable.

DIMENSIONS AND AUTHORITY

Staff   *6-7 FTE*

Financial: *Nil*

RELATIONSHIPS

Internal:

- Head of School
- Other National Programme Coordinators
- Administration staff supporting the programmes
- Academic Registrar and other Academic Registry staff
- CE Office and support staff
- Corporate Registry staff (includes Marketing, IT, Finance & Operations)
- Other academic staff in other schools
- Programme Academic Committee(s) (PAC)

External:

- Whanau, Hapū and Iwi
- Other Wananga, other Universities and PTE
- Community

KEY RESULTS AREAS

The role of the National Programme Coordinator encompasses the following major functions or Key Result Areas:

1. Cultural Integrity
2. Planning
3. Educational Leadership/Programme Coordination
4. Teaching/Supervision
5. People Leadership
6. Financial Management and Reporting
7. Relationship Management
8. Research
9. Team and Personal Effectiveness
10. General Requirements of Academic Staff

Key Result Areas What am I meant to do?	How do I know I'm successful?
KRA 1: Cultural Integrity • Demonstrate commitment to the Vision, Mission and Values of Te Whare Wananga o Awanuiārangi. • Actively contribute to leadership at Te Whare Wananga o Awanuiārangi.	• 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.
KRA 2: Planning • Lead the review, development, and execution of Indigenous Graduate School operational plans ensuring alignment the Strategic and other organisational planning documents, School Plans, and alignment with TWWoA values.	• 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.
KRA 3: Educational Leadership/Programme Coordination • Ensure quality of delivery of post graduate programmes to students. • Ensure students receive high quality teaching/supervision and learning experiences and outcomes by leading, coordinating, and teaching/supervising the programme.	• Programme respond to needs, gaps, and priorities and is supported annually by Head of School and Executive Leadership. • 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. • 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. • 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
• Oversee the development and implementation of programme development and review plans for the post graduate programmes.	• Programme development plans are approved and implemented within agreed timelines.
• Programme development plans are monitored and reviewed annually.	• 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.
• Manage risk across all aspects of planning and delivery for post graduate programmes.	• Programme risk management plan developed and approved by Head of School and implemented with agreed risk mitigation strategies implemented.
KRA 4: Teaching/Supervision	
• Deliver to our students enrolled on our programme's education of the highest quality.	• Specific 0.6 teaching/supervision workload to be agreed with line manager (Head of School) each year for the following year.
	• Students able to demonstrate a high level of knowledge and skills consistent with the course outlines.

• The outcomes of courses taught exceeds the performance requirements of NZQA/Te Whare Wānanga o Awanuiārangi Academic Board and other accreditation agencies	• Determined outcomes of the course/programme exceeded. Students follow a coherent learning programme evidenced by;
	     • Lesson plans
	     • Assessments

• Provide or ensure tutorial support to students enrolled on agreed Wānanga programmes distant from the main campus as required.	• Students receive regular positive feedback on their progress evidenced by formal results and evaluations
• Promote and teach on post graduate programmes.	• Students have adequate access to tutorial support and assistance with on line and distance learning
• Recruit students to all and any Wānanga programmes as may be required from time to time.	• 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.
• Demonstrate a commitment to Te reo Māori, āhuatanga Māori me ngā tikanga Māori.	• Participate in such activities. Evidenced by desk diaries, workbooks and meeting minutes. Agreed outcomes achieved.

• 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	• 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 5: People Leadership • 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.	• Leadership behaviours are displayed and aligned with Ngā Ūara (values). • Staff roles and responsibilities are clearly defined and understood. Work objectives are regularly reviewed, and staff are competent in undertaking their assigned tasks and responsibilities. • 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.
• 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.	• 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.
KRA 6: Financial Management & Reporting • Develop and confirm programme budget in agreement with Head of School, Chief Financial Officer and Executive Leadership. • Ensure achievement of programme budget (revenue and expenditure targets).	• 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.

• Regularly review and assess the ongoing sustainability and viability of the programme. • Provide accurate reports monthly to the report line manager on programme performance in terms EPIs, Review outcomes, EFTS, Quality, Student feedback, Complaints, Compliance, performance management.	• 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.
KRA 7: Relationship Management • Ensure quality relationships are fostered and maintained within the programme, school and with other schools and staff at TWWoA. • Ensure quality relationships are fostered and maintained with relevant industry groups, communities, hapu and iwi, and iwi organisations as relevant; e.g. Runanga and Trust Boards, Marae Trustees and Committees etc. • Ensure quality relationships are established and maintained with other organisations including with other tertiary institutes, private training establishments, professional bodies e.g. Industry Training Organisations, schools and communities as agreed with manager.	• 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.
KRA 8: Research • Ensure a research plan is developed and supported by line manager and approved. • Identify and agree research targets for PBRF.	• 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. •
KRA 9: Team and Personal Effectiveness • Provides relief to team members as required. • Fosters good communication. • Contributes to continuous improvement initiatives. • Continual updating of knowledge and skills relating to technology, administrative systems and other aspects of the position.	• 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.

10. 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;
- 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.
- Strive for high student retention and success;
- 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;
- Be culturally aware;
- 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**
• PhD • A current, unrestricted private motor vehicle licence.	• Adult teaching qualification.
Experience	
• Academic leadership experience of at least five years including experience managing staff, preferably leadership experience in the tertiary sector. • Relevant experience co-ordinating the delivery of post graduate programmes, and experience monitoring NZQA accredited programmes. • At least five years relevant tertiary teaching experience to PhD level. • Previous experience in role with a focus on educational quality improvement and quality assurance. • Proven record of research and publishing experience.	• Tertiary teaching experience
Skills/Knowledge	
• Practical up to date knowledge and skills in Microsoft computing packages. • Demonstrated excellence in Te Reo Māori including knowledge of Tīkanga Māori and at least intermediate level skills in Te Reo Māori.	• Knowledge of SmartBoards, Moodle or proven ability to quickly acquire such knowledge.
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.
People Management Demonstrates an ability to inspire and encourage people to perform better by leading by example, setting challenges and providing training.	• Inspires 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.
Problem Solving Demonstrates an ability to successfully manage problems with high complexity and a long-term focus.	• 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.
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 for better results and enhanced performance; teamwork is as important as teams.	• 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 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 other comparable institutions and to ensure that high standards of academic rigor are maintained. As we continue to build our research capacity, ongoing programme re-development will be informed by best practice and scholarship.

As an indigenous institution, Te Whare Wānanga o Awanuiārangi is charged with delivering tertiary programmes grounded in Kaupapa Māori and Āhuatanga Māori. This approach ensures 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.

School of Indigenous Graduate Studies

The goal of the School is to deliver quality graduate programmes 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 and as we explore new programmes and student development opportunities.

Our Graduate programmes are unique in the way in which they utilise whanau, Kaupapa Māori 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.