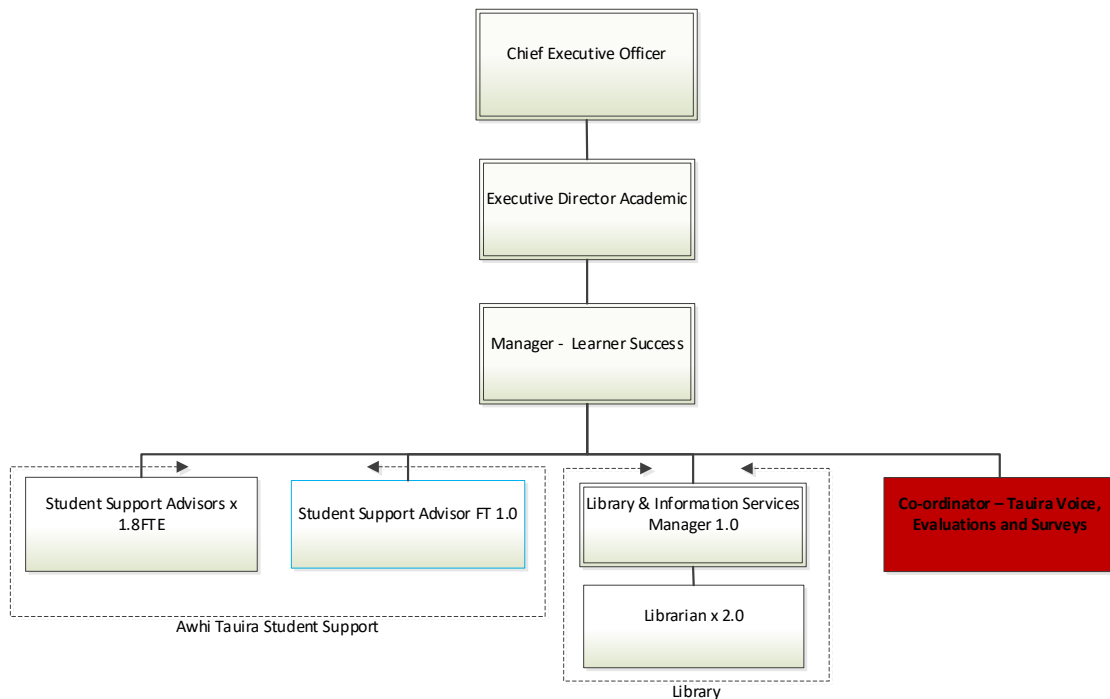


# Job Description

<b>Position Title</b>	Co-ordinator – Tauria Voice, Evaluations and Surveys	<b>Team/ School:</b>	Learner Success
<b>Position Holder</b>		<b>Date</b>	September 2023
<b>Reports to</b>	Manager – Learner Success	<b>Location</b>	Whakatāne
<b>Agreed By (Please Sign)</b>	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

To co-ordinate and facilitate tauira evaluations which monitor programmes, services and Kaiako against policy, procedure and compliance across TWWoA using existing tools to manage, analyse and report outcomes to stakeholders with a view to continuous improvement and a better student experience.

## DIMENSIONS AND AUTHORITY

**Staff** Nil

**Financial:** Nil

## RELATIONSHIPS

### **Internal:**

- Manager – Learner Success
- Programme Coordinators
- Heads of School
- Student Administration Managers
- Student Registry Staff
- Director of Marketing

### **External:**

- Students

## KEY RESULTS AREAS

The role of the Co-ordinator – Tauira Voice, Evaluations and Surveys encompasses the following major functions or Key Result Areas:

1. Evaluations
2. Policy and Quality Management System
3. Programme development
4. Tauira orientation
5. Effective communication and client focus
6. Team and Personal Effectiveness
7. General requirements of all Wānanga employees

## KEY RESULTS AREAS

The role of Co-ordinator – Tauira Voice, Evaluations and Surveys encompasses the following Key Result Areas;

<b>Key Result Areas</b>	
<b>What am I meant to do?</b>	<b>How do I know I'm successful?</b>
<b>KRA1: Evaluations</b> <ul style="list-style-type: none"><li>• Plan for each academic year for a full range of consultation forums/evaluations /surveys etc in liaison with kaiako, National Programme Co-</li></ul>	<ul style="list-style-type: none"><li>• Evaluation plans are in place and approved following consultation with the appropriate staff each year</li></ul>

<p>ordinators, Heads of Schools and Department Managers, and other staff.</p> <ul style="list-style-type: none"> <li>• Identify appropriate survey tools, questionnaires and methodologies.</li> <li>• Set timetable with Heads of Schools and Lead Team approval so coverage is fully achieved.</li> <li>• Conduct Noho Marae evaluations in person and by phone for timetabled and random surveys.</li> <li>• Increase use of technology and Zoom for distance evaluations.</li> <li>• Review existing data and report on longitudinal position of evaluations e.g. existing data in eWānanga, Awhi Taura, Library etc.</li> <li>• Collect and collate all incoming data and analyse results.</li> <li>• Produce accurate and timely reports in conjunction with School staff members and National Programme Co-ordinators.</li> <li>• Research benchmarks and national trends etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate survey tools, questionnaires and methodologies are identified.</li> <li>• Timetables are set with appropriate staff and coverage is fully achieved.</li> <li>• Timetabled and random evaluations are conducted at Noho Marae and through technology.</li> <li>• Use of technology for zoom and distance evaluations increases.</li> <li>• Existing data is reviewed and reported on.</li> <li>• Incoming data is collected, collated and analysed.</li> <li>• Reports produced in conjunction with National Programme Co-ordinators and School staff</li> <li>• Research of benchmarks and national trends is evidenced through reports.</li> </ul>
<p><b>KRA2 Policy and Quality Management System</b></p> <ul style="list-style-type: none"> <li>• Update policies as they apply to taura evaluations in conjunction with other relevant positions including but not limited to taura representative system, Committee representation and Consultation forums</li> </ul>	<ul style="list-style-type: none"> <li>• Taura evaluation related policies are updated in conjunction with relevant positions.</li> </ul>
<p><b>KRA3: Programme development</b></p> <ul style="list-style-type: none"> <li>• Work with programme developers and others to incorporate taura voice, evaluations and surveys into programme design and approval processes</li> </ul>	<ul style="list-style-type: none"> <li>• Evidenced through meeting minutes and programme documents.</li> </ul>
<p><b>KRA4: Taura orientation</b></p> <ul style="list-style-type: none"> <li>• Support service teams to provide taura centric induction processes and support taura voice activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidenced through service staff induction documents and involvement in taura activities.</li> </ul>
<p><b>KRA5: Effective Communication and client focus</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Effective relationships are built and maintained.</li> <li>• Effective communication with stakeholders.</li> <li>• A strong customer focus in maintained.</li> </ul>

<p><b>KRA6: Team and Personal Effectiveness</b></p> <ul style="list-style-type: none"> <li>• Provide relief to team members during leave or peak workload.</li> <li>• Document critical functions within areas of responsibility.</li> <li>• Where appropriate carries out co-ordination duties effectively and efficiently.</li> <li>• Continually updates own knowledge and skills relating to technology, administrative systems and other related to the position.</li> </ul>	<ul style="list-style-type: none"> <li>• Team are supported as required.</li> <li>• Feedback evidences good communication is fostered with the team and other staff members.</li> <li>• Work processes are updated on an annual basis.</li> <li>• Professional development and training is undertaken as required.</li> </ul>
<p><b>KRA7: General Requirements of all Wānanga Employees</b></p> <ul style="list-style-type: none"> <li>• Possess a student-centric work ethic. Actively seek to provide the best possible service to our students;</li> <li>• Promote the Wānanga as a positive and dynamic learning environment;</li> <li>• Commit to providing quality education;</li> <li>• Strive for high student retention and success;</li> <li>• Meet your obligations under the Health and Safety at Work Act 2015 by; <ul style="list-style-type: none"> <li>○ Being responsible for maintaining a safe and healthy workplace</li> <li>○ Following health and safety rules, policies and procedures,</li> <li>○ Reporting accidents, injuries and unsafe equipment, practices or conditions</li> <li>○ Taking reasonable care to look after your own health and safety at work, your fitness for work, and the health and safety of others;</li> </ul> </li> <li>• 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.</li> <li>• Be culturally aware and EEO in all aspects of work and development;</li> <li>• Participate in the Wānanga appraisal process;</li> <li>• Improve and develop yourself through training and professional development opportunities;</li> <li>• Undertake any other key duties as agreed with your line manager.</li> </ul>	

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	
<b>Essential</b>	<b>Desirable</b>
<ul style="list-style-type: none"> <li>• An undergraduate degree in a relevant field that includes a research and analysis component</li> <li>• Current clean drivers' licence</li> </ul>	<ul style="list-style-type: none"> <li>• Qualification specific to writing, policy, and designing evaluation surveys.</li> <li>• Master's degree in relevant subject area.</li> </ul>
Experience	
<b>Essential</b>	<b>Desirable</b>
<ul style="list-style-type: none"> <li>• Business analysis experience particularly in a tertiary education environment</li> <li>• Experience in writing policies, evaluations and surveys</li> <li>• Experience with curriculum development</li> <li>• Previous research experience</li> </ul>	
Skills and Attributes	
<b>Essential</b>	<b>Desirable</b>
<ul style="list-style-type: none"> <li>• Excellent written and oral skills in English.</li> <li>• Comfortable within Maori Tikanga.</li> <li>• Work and present in a professional manner.</li> <li>• Excellent interpersonal skills.</li> <li>• Passion for lifelong learning and the education of others.</li> </ul>	

# Person Specification

Competencies	Looks Like
<p><b>Values Alignment</b></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"> <li>• Examines and clarifies personal values and behaviours</li> <li>• Communicates and models organisational values</li> <li>• Uses organisational values in decision-making</li> <li>• Manages own personal development and learning</li> </ul>
<p><b>Tauira/Customer Service</b></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"> <li>• Focuses on tauira/customer needs and meets or exceeds their requirements</li> <li>• Clarifies tauira/customer needs</li> <li>• Confirms satisfaction</li> <li>• Listens and empathises</li> <li>• Develops approaches that provide total solutions for tauira/customers</li> </ul>
<p><b>Work Standards</b></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"> <li>• Sets high performance standards</li> <li>• Emphasises high standards to others</li> <li>• Shows pride when standards are met</li> <li>• Shows dissatisfaction with substandard performance</li> </ul>
<p><b>Attention to Detail</b></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"> <li>• Clarifies details of tasks</li> <li>• Completes all details</li> <li>• Checks outputs for accuracy and completeness</li> <li>• Follows established procedures</li> <li>• Maintain checklist to cover details</li> </ul>
<p><b>Analysis/Problem Assessment</b></p> <p>Securing relevant information and identifying key issues and relationships from a base of information; relating and comparing data from different sources; identifying cause-effect relationships.</p>	<ul style="list-style-type: none"> <li>• Detect problems or opportunities</li> <li>• Gather all relevant information</li> <li>• Identify underlying issues or problems</li> <li>• Organise information</li> <li>• Recognise trends</li> <li>• Identify cause-and-effect relationships.</li> </ul>
<p><b>Technical/Professional Knowledge</b></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"> <li>• Understands technical terminology and developments</li> <li>• Knows how to apply a technical skill or procedure</li> <li>• Knows when to apply a technical skill or procedure</li> <li>• Performs complex tasks in area of expertise</li> </ul>

<p><b>Teamwork/Collaboration</b></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"> <li>• Contributes to team development, shares ideas and achievement of results</li> <li>• Clarifies roles and responsibilities, and priorities</li> <li>• Looks to help others</li> <li>• Supports team decisions and shares accountability within the team</li> <li>• Works co-operatively and exchanges information freely</li> </ul>
--	--

## 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 Awanuiārangī 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 Awanuiārangī 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 Awanuiārangī.*

***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 Awanuiārangī.

### 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 Āhutatanga 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 Campus, Tāmaki Makaurau (*Auckland*) and Whangārei. We also deliver on marae across the Te Ika a Maui (*North Island*).

## **LEARNER SUCCESS TEAM**

The Learner Success team is responsible for putting support, encouragement, and co-creation at the heart of the Taura learning journey. It achieves this by:

- Establishing and maintaining a network of collaborative relationships within the team, across and outside the wānanga, to help deliver the Learner Success Framework.
- Working across the wānanga to ensure successful implementation and areas for improvement (including evaluations) to optimise our taura success experience.
- Identifying opportunities, risks and advice that will ensure effective delivery of the Learner Success workplan.