# TE WHARE WĀNANGA O AWANUIĀRANGI

# Job Description

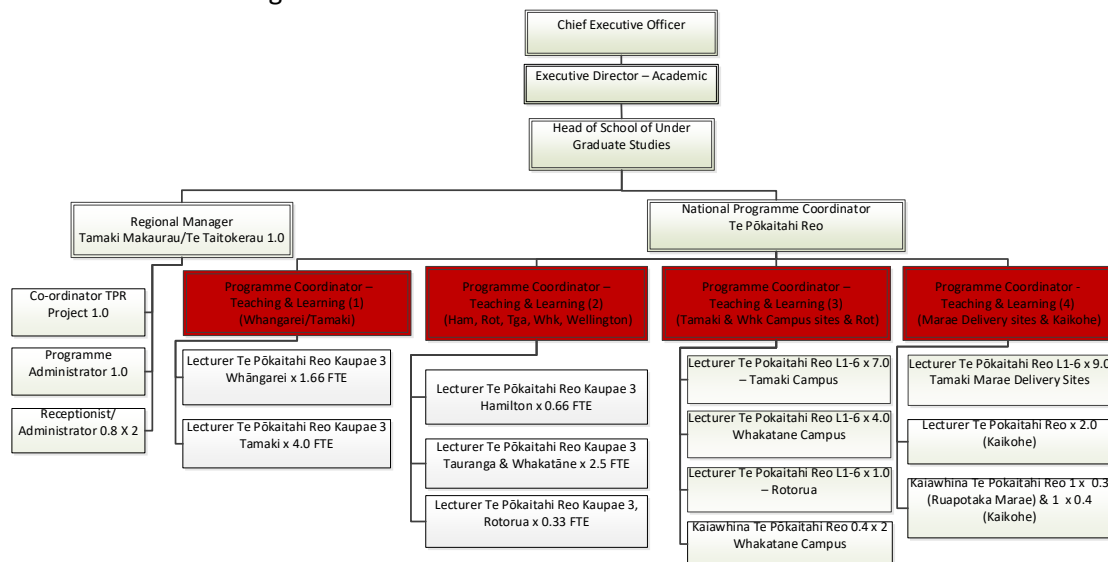| | | | |
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| **Position Title** | Programme Co-Ordinator – Teaching & Learning | **Team/ School:** | School of Under Graduate Studies |
| **Position Holder** | | **Date** | May 2020 |
| **Reports to** | National Programme Coordinator – Te Pōkaitahi Reo | **Location** | Tāmaki 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 co-ordinate the delivery of an allocated Te Pōkaitahi Reo – Kaupae 3 and/or Te Pōkaitahi Reo L1 – L6 programme area through managing, team-leading, organising, monitoring and facilitating quality teaching and learning that contribute to Communities of Practice.  There is also a requirement to assist in other programmes and departments within the Wānanga, and in response to community and Iwi initiatives.

**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, 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 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 campus locations in Whakatāne, Tāmaki Makaurau (*Auckland)* and Whāngarei.  We also engage with marae, schools, and businesses across Aotearoa with programmes delivered at campus, marae, other off campus delivery sites and online.

**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

**Tamaki Makaurau and Whangarei Campus Sites**

Supported by leadership and centralised support functions located in Whakatane, the Tamaki Campus site in Manukau, South Auckland and the Whangarei Campus site (North Tech premises and located alongside Te Wānanga o Aotearoa), are the responsibility of the Regional Director Tamaki Makaurau/Te Taitokerau. At the Tamaki and Whāngarei campus sites a range of programmes from Certificate through to Doctorate level are offered that incorporates quality learning and teaching experiences for students.

**DIMENSIONS AND AUTHORITY**

*Staff (Direct Reports):* Various depending on the number of cohorts running at any one time.

*Indirect Reports:* Nil

*Financial:* Nil

**KEY RELATIONSHIPS**

*Internal:*

- Head of School of Under Graduate Studies
- Regional Manager Tamaki Makaurau/Te Taitokerau
- Other Programme Coordinators – Teaching & Learning
- Lecturers Te Pōkaitahi Reo
- Other Te Pōkaitahi Reo support staff including Kaiawhina, Programme Administrator, and Receptionist/Administrators (Tamaki Site)
- Academic Registrar and Academic Registry Staff
- Programme Administrators – Academic Registry Whakatane
- Programme Academic Committee (PAC)
- Corporate Registry staff (IT, Operations, Finance, Marketing)
- CE Office and HR staff.
- Other staff
- Students

*External:*

- Community
- Iwi/Kaumatua
- Māori and mainstream secondary schools
- Other Wānanga
- Universities and other Tertiary providers
- Business and Corporate Clients

**KEY RESULTS AREAS**

The role of Programme Co-ordinator – Teaching & Learning (Te Pōkaitahi Reo – Kaupae 3 and/or Level 1 – 6) encompasses the following major functions or Key Result Areas:

1. Cultural Integrity
2. Leadership
3. Programme Coordination/Teaching and Learning
4. Programme Quality and Compliance

5. Moderation
6. Relationship Management
7. Administration
8. Team and Personal Effectiveness
9. General Requirements of all Wānanga Employees

| Key Result Areas<br>What am I meant to do? | How do I know I'm successful? |
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| **KRA 1:  Cultural Integrity**<br>• Demonstrate commitment to the Vision, Mission and Values of Te Whare Wānanga o Awanuiārangi.<br><br><br>• Actively contribute to leadership at Te Whare Wānanga o Awanuiārangi within the School of Under Graduate Studies, and within the Te Pōkaitahi Reo programme areas, and within other Academic leadership or organisational teams as appropriate. | • Champion Ngā Uara (values) and their application leading by example.<br>• The principles of tika, pono and aroha guide the actions of all leaders and staff in everything they do.<br>• Attend team, region, school, relevant academic committee, and organisational hui and events.<br>• Evidence of proactive leadership is witnessed by line manager, peers and staff.<br>• Peer support provided to other leaders.<br>• Reputation of TWWoA is upheld at all times. |
| **KRA 2:  Leadership**<br>• Lead and manage a team of Te Pōkaitahi Reo staff, providing coaching and mentoring as required, and directing and coordinating work and reporting work outcomes.<br>• Provide academic advice to staff and answer internal and external stakeholder enquires relevant to the specific Te Pōkaitahi Reo programme(s) area that is your responsibility.<br>• Ensure that all staff have the capability to undertake their roles and responsibilities.<br>• Ensure that policies, procedures and standards are upheld by staff.<br>• Provide staff performance reports to the National Programme Coordinator - Te Pōkaitahi Reo and HR department as required.<br>• Champion training and professional development for self and direct reports as required. | • Feedback from staff shows they have the appropriate level of leadership support, coaching and training and have clarity about work expectations and behaviour standards.<br>• Sound timely advice is given to answer enquiries.<br>• Staff have the ability to competently undertake their roles and responsibilities, are supported and mentored appropriately. Performance concerns are addressed in a timely manner.<br>• Staff adhere to all policies, procedures and standards when undertaking their roles and responsibilities.<br>• Performance appraisals are completed with staff annually and provided to the National Programme Coordinator – Te Pōkaitahi Reo and HR Department within agreed timeframes.<br>• Training needs are identified, and training supported (includes organisational wide training, team and/or individual and job specific training).<br>• Approved professional development is undertaken by self and staff as agreed. |

| **KRA 3: Programme Coordination/Teaching and Learning** | |
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| • Regularly meet with the National Programme Coordinator - Te Pōkaitahi Reo and other Programme Coordinators – Teaching & Learning, to plan and coordinate teaching and learning activities within programme(s) area(s). | • Evidence of regular liaison with the National Programme Coordinator – Te Pōkaitahi Reo, and other Programme Coordinators – Teaching & Learning. |
| • Effective planning, leading, and organising that contributes to development of Communities of Practice associated with the allocated Te Pōkaitahi Reo programme(s) including: | • Evidence and feedback that demonstrates the programme is well lead and organised including enrolments, teaching and learning, retention and outcomes resulted. |
|   o Coordinate and facilitate regular opportunities for teaching teams to share, discuss and reflect on teaching and learning experiences and practices. | • Evidence of regular staff hui and one on one sessions held with each staff member. |
|   o Ensuring staff are appropriately supported and are clear about expectations for programme delivery, teaching and learning, and compliance with programme approval. | • Evidence of regular sessions with teaching teams conducted that contribute to quality teaching and learning and building Communities of Practice |
|   o Co-ordinating the yearly programme academic planning sessions with lecturers and approve timetables for each cohort. | • Evidence of yearly timetables held and approved for each cohort. |
|   o Receive and provide monthly academic delivery timetables to and Administrator for logistical purposes and bookings. | • No delays with bookings and logistical arrangements due to late receipt of delivery timetables to Administrator. |
|   o Ensuring effective student recruitment and enrolment occurs for each cohort. | • Minimum enrolment targets for each cohort are met. All enrolment documentation is accurate and complete and provided to Administrator/Academic Registry in a timely manner. All enrolment matters are addressed in a timely manner. |
|   o Support lesson preparation activities and check lesson plans. | • Evidence of lesson plans held for all cohorts. |
|   o Ensuring high quality teaching and learning resources are developed and used on the programme. | • Quality delivery evidenced in student feedback and evaluations. Attendance records held for all cohorts. |
|   o Ensure all teaching and learning material and student resources for each cohort are current and correct, including:<br>    • Readings<br>    • Student handbooks<br>    • Teaching resources<br>    • Handouts<br>    • Student evaluation forms | • Evidence of teaching and learning material and resources and student resources and workbooks are held and that they are current. Feedback from students confirms relevance and usefulness of materials and resources. |
|   o Ensuring Lecturers are trained and using e-wānanga and IT tools to support their teaching and learning. | • Evidence of staff using e-wananga platform and IT tools to deliver teaching and learning and communicate with students. |
|   o Ensuring Lecturers plan marking and assessment by reviewing academic calendar, reviewing programme/course delivery timing, reviewing course assessment requirements, and support | • Marking and assessments for all cohorts are complete and results reported by each Lecturer. All issues addressed with Lecturers in a timely manner. |

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| <ul><li>them to create programme assessment schedules that meet requirements.</li><ul><li>Ensure each cohort and programme evaluations are reported.</li></ul></ul> | <ul><li>Ensure programme evaluation reports from Lecturers are received in a timely manner and to required format.  Collate and assess programme evaluations concerns and report to National Programme Coordinator - Te Pōkaitahi Reo in a format and within timeframes agreed.  Programme improvements and changes and recommendations provided to National Programme Coordinator - Te Pōkaitahi Reo.</li></ul> |
| <ul><li>Engage academic guest speakers or guest lecturers when required.</li></ul> | <ul><li>Guest speakers are relevant and engaged in accordance with guest speaker policy and procedures.</li><li>As agreed with the National Programme Coordinator - Te Pōkaitahi Reo.</li></ul> |
| <ul><li>Undertake other tasks as may be required to ensure the programme(s) is/are well organised.</li><li>Ensure Hui-a-rohe and Hui-a-motu are attended by all staff and assist with hui organisation as required.</li></ul> | <ul><li>Evidence of Hui-a-rohe and Hui-a-motu attendance and assistance provided to National Programme Coordinator - Te Pōkaitahi Reo to organise programme, hui-a-rohe and hui-a-motu as agreed.</li></ul> |
| **KRA 4: Programme Quality, Compliance & Reporting** <ul><li>Support quality teaching and learning by leading and monitoring compliance activities.</li><li>Have input to the Programme Academic Committee (PAC) and External Advisory Committee (EAC) as required by National Programme Coordinator – Te Pōkaitahi Reo.</li><li>Liaise directly with the National Programme Coordinator – Te Pōkaitahi Reo, other Programme Coordinators – Te Pōkaitahi Reo, Lecturers, Academic Registrar, Regional Manager Tamaki Makaurau/Te Taitokerau and others as required to ensure programme quality and compliance is achieved.</li><li>Ensure compliance with NZQA programme approval documents for Te Pōkaitahi Reo programme(s).</li><ul><li>Champion quality teaching and learning by ensuring all staff are informed of programme compliance requirements.</li><li>Facilitate staff training as required.</li><li>With the National Programme Coordinator - Te Pōkaitahi Reo, receive and review programme monitoring reports and address all compliance issues or risks in a timely manner.</li></ul></ul> | <ul><li>Continuous improvement in all aspects demonstrated by self and championed for the Te Pōkaitahi Reo programme(s) is evident.</li><li>Minutes held for all PAC and EAC hui attended and follow up in a timely manner any matters requiring attention.</li><li>Monitoring reports provided to the National Programme Coordinator – Te Pōkaitahi Reo on all matters impacting on Programme Quality or where programme risks are identified.</li><li>Liaise with the National Programme Coordinator – Te Pōkaitahi Reo, other Programme Coordinators – Teaching & Learning, and Regional Manager Tamaki/Te Taitokerau, and others to mitigate and manage programme risks.</li><li>Compliance requirements are fully understood and refer to the current approved NZQA document(s) only.</li><li>Lecturers are fully aware of relevant and current NZQA programme approval document (s) and compliance requirements.</li><li>Evidence of training undertaken with staff about programme and compliance.</li><li>Reporting systems are in place for monitoring programme quality and identifying risks.</li></ul> |

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|     o   Have input to programme reviews by working with other Programme Coordinators – Teaching & Learning, and Lecturers Te Pōkaitahi Reo and other staff to support internal and external review processes. | • Evidence of corrective actions taken to address identified risks to compliance and programme quality.<br>• Input to programme review and programme development in a timely manner.<br>• Evidence held of input to reviews and corrective actions undertaken. |
| • Address student complaints in a timely manner. | • General student complaints are addressed and resolved in a timely manner by Lecturers. and where elevated to Programme Coordinator- Teaching & Learning, there is evidence of resolution agreed with student. |
| • Assist the National Programme Coordinator – Te Pōkaitahi Reo to resolve all written student complaints within programme area as required. | • Cooperate and support the National Programme Coordinator - Te Pōkaitahi Reo, Academic Registrar and/or HR to investigate, report on, and resolve all written student complaints in a timely manner.<br>• Complaints processes are adhered to. |
| • Collate monthly reports from lecturers, and monthly student evaluations.  Assess and identify issues and concerns and ensure all issues and concerns are addressed in a timely manner.  Provide summary report to National Programme Coordinator - Te Pōkaitahi Reo.<br>• Collate all student results and check for evidence of assessments held. | • Regular reports compiled and provided to the National Programme Coordinator - Te Pōkaitahi Reo in format specified and within timelines specified.<br>• Routine reporting as well as adhoc reporting is completed in a timely manner.<br>• Results are accurately reported in a timely manner for all cohorts. |
| **KRA 5:  Moderation**<br>• Ensure internal and external moderation processes are carried out in accordance with agreed moderation plan.<br><br>• Assist other Programme Coordinators - Teaching & Learning with moderation to support this function across all Te Pōkaitahi Reo programmes. | • Internal and external moderation has been carried out in accordance with the moderation plan, programme document and Wānanga policies and procedures.<br>• Moderation support provided to other Programme Coordinators – Teaching & Learning as required. |
| **KRA 6:  Relationship Management**<br>• Build and maintain key stakeholder, student, and internal and external agency relationships to gain advice information and provide information on key initiatives and projects associated with Te Pōkaitahi Reo programme(s).<br>• Effective communication channels are established 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. | • Key stakeholder relationships are developed and maintained. Agree and implement a relationship plan with the National Programme Coordinator- Te Pōkaitahi Reo annually.<br><br>• Evidence of communication channels being established and maintained.<br>• Conducive information is received and distributed to key stakeholders as agreed with the National Programme Coordinator– Te Pōkaitahi Reo. |

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| | • Organisational reputation upheld through positive relationships being maintained with stakeholders and students. |
| **KRA 7: Administration**<br>• Participate in and contribute to the administrative processes in the Wānanga.<br>• Undertake particular tasks and responsibilities to maintain the effective and efficient administration of the Te Pōkaitahi Reo programme(s).<br><br>• Liaise with the National Programme Coordinator – Te Pōkaitahi Reo and other Programme Coordinators – Teaching & Learning on programme budget, personnel, and programme resource requirements. | • Attendance at Site, School, Programme, Academic Committee, and other Wānanga meetings, involvement in policymaking and implementation of policy. Evidenced by attendance and meeting minutes.<br>• Maintain time frames for the efficient administrative management of the Te Pōkaitahi Reo programme(s) as evidenced by written communications.<br>• National Programme Coordinator - Te Pōkaitahi Reo and other Programme Coordinators – Teaching & Learning are kept abreast of budget, personnel and programme resource requirements. |
| **KRA 8: Team and Personal Effectiveness**<br>• Provides relief/cover to other Programme Coordinators or Lecturers during leave or peak workload.<br>• Documents the critical functions within areas of responsibility.<br>• Continual updating of knowledge and skills relating to technology, administrative systems, and other aspects of the position. | • Team are supported as required.<br>• Feedback evidences good communication is fostered with the team and other staff members.<br>• Work processes are updated on an annual basis.<br>• Professional development and training is undertaken as required and as agreed to meet position requirements. |

9. **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;
  - 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 EEO in all aspects of work and development;
- 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 | |
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| **Essential** | **Desirable** |
| • A relevant Te Reo Māori Under Graduate degree. <br> • Teaching qualification. <br> • A current, unrestricted private motor vehicle licence. | • Master's in Te Reo Māori preferred. <br><br> • Adult teaching qualification preferred. |
| **Experience** | |
| • Teaching/tutoring experience in a tertiary education environment teaching Te Reo Māori programmes. <br> • At least two years staff supervision experience, preferably in the tertiary sector <br> • Relevant experience co-ordinating an academic programme(s), monitoring NZQA accredited programmes. <br> • Experience in educational quality improvement and quality assurance. <br> • Ability to engage with iwi and other external groups and stakeholders. <br> • Whanau, hapū and iwi networks. | • Evidence of commitment to iwi, community, industry and professional groups. |
| **Skills and Attributes** | |
| • Demonstrated excellence in Te Reo Māori including knowledge of tīkanga Māori and fluency in Te Reo Māori. <br> • Well-developed verbal and written communication skills. <br> • Able to use Microsoft Word, Excel, Outlook and Power Point applications and the Student Database ARTENA effectively. <br> • Able to use e-Wananga and IT tools to assist with online and blended delivery. <br> • Understanding and commitment to Equal Educational Opportunities and an awareness and understanding of Te Tiriti o Waitangi. | |
| **Competencies** | **Looks Like** |
| **Values Alignment** <br> 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 <br> • Communicates and models organisational values <br> • Uses organisational values in decision-making <br> • Manages own personal development and learning. |

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| **Individual Leadership/Influencing**<br>Using appropriate interpersonal styles and methods to inspire and guide individuals (direct reports, peers and others) towards goal achievement; modifying behaviour to accommodate tasks, situations, and individuals involved. | • Use relationship skills effectively:<br>   o Maintain or enhance self-esteem<br>   o Listen and respond with empathy<br>   o Ask for help and encourage involvement<br>   o Share thoughts, feelings, and rationale<br>   o Provide support without removing responsibility<br>• Follow logical sequence in discussions<br>• Focus on the situation, not the person<br>• Present suggestions or point of view in an appropriate and convincing manner<br>• Anticipate reactions and have a plan to deal with them<br>• Ask for and gain commitment to action. |
| **Maximising Performance**<br>Establishing performance and development goals, coaching performance, providing training and evaluating performance. | • Agree on measurable performance areas<br>• Agree on specific objectives<br>• Agree on methods for tracking performance<br>• Mutually agree on accomplishments. |
| **Planning and Organising**<br>Establishing a course of action for self and others to accomplish a specific goal; planning proper assignments of personnel and appropriate allocation of resources. | • Set priorities<br>• Establish objectives and milestones<br>• Estimate times and schedule activities<br>• Identify and allocate resources<br>• Use tools (e.g., calendar, files, charts) |
| **Results Orientation**<br>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<br>• Commits to action individually, or in the team |
| **Tauira/Customer Service**<br>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<br>• Clarifies tauira/customer needs<br>• Confirms satisfaction<br>• Listens and empathises<br>• Develops approaches that provide total solutions for tauira/customers. |

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| **Technical/Professional Knowledge**<br>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<br>• Knows how to apply a technical skill or procedure<br>• Knows when to apply a technical skill or procedure<br>• Performs complex tasks in area of expertise |
| **Teamwork/Collaboration**<br>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<br>• Clarifies roles and responsibilities, and priorities<br>• Looks to help others<br>• Supports team decisions and shares accountability within the team<br>• Works co-operatively and exchanges information freely |