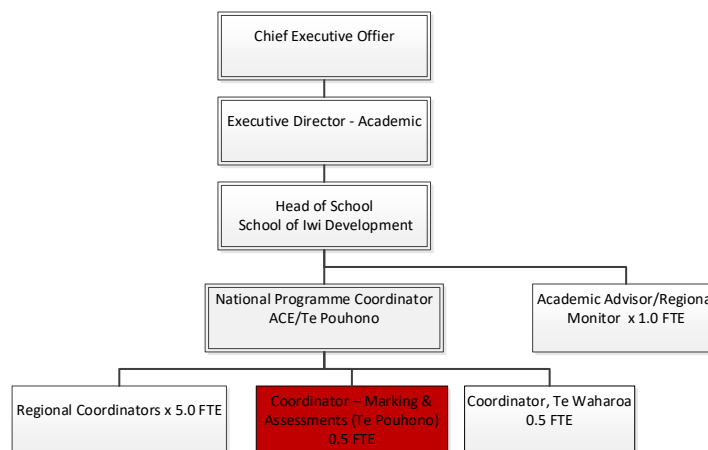


Job Description

Position Title	Co-ordinator – Marking and Assessments (Te Pouhono)	Team/ School:	School of Iwi Development
Position Holder		Date	September 2024
Reports to	National Programme Co-ordinator Te Pouhono/Adult Community Education	Location	Whakatāne
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 coordinate the collection of, and quality assure the marking and assessment evidence of student work as well as the collection of all closing documents undertaken by Te Pouhono volunteer Mahi Aroha Kaiako and verify student results, in order to meet NZQA and TEC compliance requirements. Assist the School of Iwi Development in meeting their strategic plan.

DIMENSIONS AND AUTHORITY

Direct Reports: Nil

Financial: Nil

KEY RELATIONSHIPS

Internal:

- Regional Coordinators
- Academic Advisor/Regional Monitors in the School of Iwi Development
- Other School of Iwi Development staff
- Programme Administration staff supporting ACE & Te Pouhono
- Administrator – Contracts
- Academic Registrar and Academic Registry staff
- Other staff.

External:

- Mahi Aroha Kaiako
- Marae Coordinators
- Whanau, hapū and iwi

KEY RESULTS AREAS

The role of Coordinator – Marking and Assessment (Te Pouhono) encompasses the following major functions or Key Result Areas:

1. Coordination - Marking and Assessments
2. Moderation
3. Adult Community Education Support
4. Administration
5. Team and personal effectiveness
6. Effective Communication and Customer Focus
7. General Requirements of all Wānanga Staff

Key Result Areas What am I meant to do?	How do I know I'm successful?
KRA1: Coordination, Marking and Assessment Evidence <ul style="list-style-type: none">• To support the Te Pouhono programme quality assurance processes:<ul style="list-style-type: none">○ Coordinate through Regional Coordinators, Academic Advisors/Regional Monitors, and volunteer Marae Co-ordinators the receipt	<ul style="list-style-type: none">• Evidence of required assessments received for each student for each cohort of Te Pouhono.

<p>of all evidence of student assessments marked by volunteer Mahi Aroha Kaiako.</p> <ul style="list-style-type: none"> ○ Develop marking and assessment guides for Mahi Aroha Kaiako with NPC and Academic Advisors/Regional Monitors. ○ Quality assure assessment evidence and marks for each assessment for each student. Follow-up directly with Marae Coordinators and/or Mahi Aroha Kaiako on all quality assurance matters. ○ Ensure NPC is kept abreast of all quality assurance issues. Additionally, keep AA/RM's and RC's abreast of any quality assurance issues in their identified region(s). ○ Work with NPC, AA/RM's and RC's to ensure all issues are resolved in a timely manner. ○ Report on and monitor quality assurance risks to NPC. ○ Meet with NP, AA/RM's and RC's to improve quality assurance of Te Pouhono programme. ○ Generate reports both regular and adhoc for NPC. ○ At programme end, quality assure all documents, and complete close out process. 	<ul style="list-style-type: none"> ● Mahi Aroha Marking and assessment guides approved by NPC. ● Marks and assessments checked and verified for each student. ● Follow-up on outstanding issues in a timely manner. ● Communications with RC's and AA/RM's on quality assurance matters are solutions-focussed and positive. ● Risks identified and reported in format required by NPC. ● Evidence of meeting minutes held. ● Reports generated in accordance with agreed report format, and timelines agreed with NPC. ● Evidence of checklist completed.
<p>KRA 2: Moderation</p> <ul style="list-style-type: none"> ● In consultation with NPC, and in association with the AA/RM implement the approved moderation plans for Te Pouhono programmes. ● Conduct internal moderation processes for all Te Pouhono programmes, prepare moderation reports and make recommendations for any necessary changes. 	<ul style="list-style-type: none"> ● Internal moderation has been carried out in accordance with the moderation plan and timeline agreed with Manager. ● Evidence of post moderation reports completed and provided to NPC in a timely manner and in report format required. ● Compliance with Wānanga policies and procedures pertaining to moderation.
<p>KRA 3: Adult Community Education Support</p> <ul style="list-style-type: none"> ● Assist the NPC ACE and Te Pouhono with quality processes as required. ● At programme end, quality assure all documents, and complete close out process for ACE programmes identified by NPC. 	<ul style="list-style-type: none"> ● Support provided meets expectations and standards agreed with manager. ● Evidence of close out checklist being completed for ACE programmes.
<p>KRA 4: Administration</p> <ul style="list-style-type: none"> ● Participate in and contribute to the administrative processes in the Wānanga. ● Undertake particular tasks and responsibilities to maintain the effective and efficient administration of the programme. 	<ul style="list-style-type: none"> ● All TWWoA policies and procedures are adhered to. ● Attendance at School and other meetings as required.

<p>KRA 5: Team and Personal Effectiveness</p> <ul style="list-style-type: none"> • Documents the critical functions within areas of responsibility. • Continual updating of knowledge and skills relating to technology, administrative systems, and other aspects of the position. 	<ul style="list-style-type: none"> • Team are supported as required. • Feedback evidence good communication is fostered with the team and staff members. • Work processes are updated on an annual basis. • Professional development and training is undertaken as required.
<p>KRA 6: Effective Communication and Customer Focus</p> <ul style="list-style-type: none"> • Develop effective relationships with stakeholders, customers 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. • Key external relationships developed and maintained with volunteer Marae Co-ordinators, and Mahi Aroha Kaiako 	<ul style="list-style-type: none"> • Effective relationships are built and maintained. • Effective communication with stakeholders. • A strong customer focus in maintained.
<p>KRA 7; 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; • 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. • 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 <ul style="list-style-type: none"> • A teaching qualification. • Diploma in Maturanga Māori or Te Reo Māori. • Unit standard 4098 • Current clean drivers' licence. 	Desirable <ul style="list-style-type: none"> • Adult teaching qualification preferred.
Experience	
<ul style="list-style-type: none"> • Adult teaching experience and or relevant teaching and learning support experience. • Experience assessing and marking NZQA standards. • Previous moderation experience. • Strong administration experience with at least experience in a coordination role. 	<ul style="list-style-type: none"> • Experience working in tertiary sector. • Previous experience coordinating marae-centred activities or marae centered education programmes. • Experience in programme development at a tertiary level.
Skills and Attributes	
<ul style="list-style-type: none"> • Excellent written and oral skills in both Te Reo Māori and English at an advanced level. • Understanding and knowledge of challenges faced with marae centered and delivered programmes. • Knowledge of NZQA and TEC priorities and processes in relation to programme development, moderation, and review • Competent user of the Microsoft Office Suite including MS Outlook, Word, Excel, PowerPoint, Teams, SharePoint at intermediate level. • Has the ability to embrace a Māori world view and a good understanding of tikanga Māori. 	<ul style="list-style-type: none"> • Fluency in Te Reo Māori.
Competencies	
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.	Looks Like <ul style="list-style-type: none"> • Examines and clarifies personal values and behaviours. • Communicates and model's organisational values. • Uses organisational values in decision-making. • Manages own personal development and learning.

<p>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.</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>Interpersonal Skills Demonstrates an ability to use a variety of interpersonal techniques to effectively deal with a variety of people and situations.</p>	<ul style="list-style-type: none"> • Uses good listening and questioning techniques. • Develops good rapport with people at all levels. • Accurately interprets others' behaviour and adapts own approach accordingly.
<p>Problem Solving 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>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.</p>	<ul style="list-style-type: none"> • Sets high performance standards. • Emphasises high standards to others. • Shows pride when standards are met. • Shows dissatisfaction with substandard performance.
<p>Attention to Detail Accomplishing tasks through concern for all areas involved, no matter how small; showing concern for all aspects of the job; accurately checking processes and tasks; maintaining watchfulness over a period of time.</p>	<ul style="list-style-type: none"> • Clarifies details of tasks • Completes all details. • Checks outputs for accuracy and completeness • Follows established procedures. • Maintain checklist to cover details
<p>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.</p>	<ul style="list-style-type: none"> • Understands technical terminology and developments. • Knows how to apply a technical skill or procedure. • Knows when to apply a technical skill or procedure. • Performs complex tasks in area of expertise
<p>Teamwork/Collaboration Building and participating in effective teams to accomplish organisational goals. Understanding the importance of collaboration and shared values in creating a high-performance environment. Understanding teams are to drive for better results and enhanced performance; teamwork is as important as teams.</p>	<ul style="list-style-type: none"> • Contributes to team development, shares ideas and achievement of results. • Clarifies roles and responsibilities, and priorities. • Looks to help others. • Supports team decisions and shares accountability within the team. • Works co-operatively and exchanges information freely

TE WHARE WĀNANGA O AWANUIĀRANGI - VISION, MISSION AND VALUES;

VISION

Rukuhia te Mātauranga ki tōna hōhonutanga me tona whānuitanga. Whakakīia ngā kete a ngā uri o Awanuiārangi me te iwi Māori whānui ki ngā taonga tuku iho, ki te hōhonutanga me te whānuitanga o te mātauranga kia tū tangata ai rātou i ngā rā e tū mai nei.

Pursue knowledge to the greatest depths and its broadest horizons. To empower the descendants of Awanuiārangi and all Māori to claim and develop their cultural heritage and to broaden and enhance their knowledge base so as to be able to face with confidence and dignity the challenges of the future.

MISSION

Ū tonu mātou ki te whai ki te rapu i te hōhonutanga o te mātauranga kākanorua o Aotearoa, kia taea ai te kī, ko wai anō tātou, me te mōhio ko wai tātou, kia mōhio ai nō hea tātou, me pēhea hoki tātou e anga whakamua.

Parau ana tēnei ara whaingā, hei whakapūmau anō i te tino rangatiratanga, hei taketake ai te ihomatua Māori me ōna tikanga kia ōrite ai te matū ki ngā mātauranga kē.

Koia rā ka tū pākari ai, tū kotahi ai hoki me ngā iwi o te ao tūroa. Koia nei te ia o te moemoeā me ngā tūmanako o Te Whare Wānanga o Awanuiārangi.

Haere mai... Me haere tahi tāua.

We commit ourselves to explore and define the depths of knowledge in Aotearoa, to enable us to re-enrich ourselves, to know who we are, to know where we came from and to claim our place in the future.

We take this journey of discovery, of reclamation of sovereignty, establishing the equality of Māori intellectual tradition alongside the knowledge base of others.

Thus, we can stand proudly together with all people of the world. This is in part the dream and vision of Te Whare Wānanga o Awanuiārangi.

VALUES

Manaakitanga: To respect and care for students, our manuhiri, our communities and each other.

Whanaungatanga: To value all relationships and the kinship connections with our students, our communities and each other.

Kaitiakitanga: To ensure the ongoing sustainability of our organization and to protect and support the unique obligations we have to Ngāti Awa, Mataatua and wider whanau, hapu and marae.

Pūmautanga: To commit to excellence and continuous improvement in everything we do.

Tumu whakaara: To inspire and ethically lead through example and outstanding practice.

BACKGROUND

Te Whare Wānanga o Awanuiārangi is a vibrant and exciting tertiary education institution providing a dynamic learning environment where students can discover their own potential for educational success.

Our programmes are designed to ensure academic excellence – we are benchmarking our programmes against those of other institutions and lifting the bar on standards. As we lift our research capacity, ongoing programme re-development will be informed by best practice.

As a Wānanga, Te Whare Wānanga o Awanuiārangi is charged with delivering tertiary programmes grounded in Kaupapa Māori and Āhuetanga Māori. This means that Māori knowledge and practices are central components to the academic programmes, 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 the following locations – Whakatāne, Tāmaki Makaurau (*Auckland*), Whangarei and Wairoa. We also engage marae and secondary schools across the Aotearoa.

School of Iwi Development

The School of Iwi Development's goal is to facilitate *te whakapakaritanga me te hiki i te mātauranga o te iwi Marae i roto o Aotearoa*.

Its' role is to bring hapū members together to learn about themselves, and to provide a stairway to higher learning. As the school's students are predominantly second-chance learners, every effort is made to meet their needs and provide the necessary support. This may include helping prepare prospective students to meet entry requirements for a course of study.

Community Education programmes are run at marae, allowing students to benefit from the direct support of whānau, iwi and marae members. Courses are designed to ensure students achieve and progress to the next level of study. As they negotiate this clear, established pathway to degree-level study, students gain confidence and are ready for the challenge.