Job Description

Position Title	Lecturer – School of Iwi Development	**Team/ School:**	Wai Ora School of Iwi Development
Position Holder		**Date**	March 2025
Reports to		**Location**	Open
Agreed By (Please Sign)	Position Holder		
	Manager/Team Leader		Date
	HR Manager		Date

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                    │  Chief Executive Officer     │
                    └─────────────────────────────┘
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                    │  Executive Director - Academic│
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                    ┌─────────────────────────────┐
                    │ Head of School of Iwi Development│
                    └─────────────────────────────┘
                    ┌─────────────────────────────┐
                    │ National Programme Co-ordinator│
                    │        BMM/Wai Ora            │
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Lecturer – Bachelor of Matauranga Māori Whakatāne	Lecturer – Wai Ora Huntley	Lecturer – School of Iwi Development Taupo	Lecturer – School of Iwi Development (Wai Ora) x 2 Location (open)
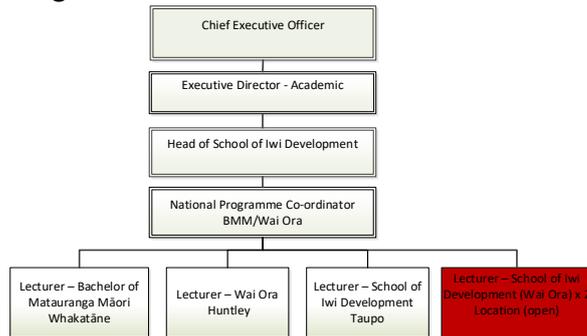
STATEMENT

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 assist the School of Iwi Development in the discipline of Wai Ora (and/or other programme areas within the School of Iwi Development) in meeting their strategic plans. This includes teaching, research and other general academic and administrative work.

DIMENSIONS AND AUTHORITY

Staff: Nil
Financial: Nil

RELATIONSHIPS

Internal:

- National Programme Co-ordinator – BMM/Wai Ora
- Other National Programme Co-ordinators – School of Iwi Development
- Head of School of Iwi Development
- Other Lecturers – School of Iwi Development (Wai Ora Team)
- Other Lecturers – School of Iwi Development
- Kairuruku – Co-ordinators - School of Iwi Development and Regional Co-ordinators
- Other Staff - School of Iwi Development
- Other Staff - Te Whare Wānanga o Awanuiārangi.
- Students

External:

- Marae where the programme is delivered.
- Other marae and community groups.
- Iwi and hapū.
- Community and business organisations

KEY RESULTS AREAS

You will be expected to teach in the School of Iwi Development initally in the area of Wai Ora programme(s). In the future, you may be required to teach in other programme areas within the School of Iwi Development or other Wānanga programmes.

The role encompasses the following major functions or Key Result Areas:

1. Teaching
2. Administration
3. Professional Development
4. Community Engagement
5. Team and Personal Development
6. Effective Communication and Client Focus
7. General Requirements of all Wānanga Employees

Key Result Areas What am I meant to do?	How do I know I'm successful?

KRA 1: Teaching
 	
• Deliver to our students enrolled on our programme's education of the highest quality.
 	
• The outcomes of courses taught exceeds the performance requirements of NZQA/Te Whare Wānanga o Awanuiārangi Academic Board and other accreditation agencies.
 	
• Provide tutorial support to students enrolled on agreed Wānanga programmes distant from the main campus as required.
 	
• Promote and teach School of Iwi Development programme(s) at a specific location and throughout New Zealand as required.
• Recruit students to all and any specific Wānanga programme(s) 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 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.
	• Students able to demonstrate a high level of knowledge and skills consistent with the course outlines.
	• Determined outcomes of the course/programme exceeded. Students follow a coherent learning programme evidenced by:
	    ○ Timetabled lesson plans
	    ○ Quality resources
	    ○ Assessments
	
	• Students receive regular positive feedback on their progress evidenced by formal results and evaluations.
	• Students have adequate access to tutorial support and assistance with on-line and distance learning.
	• Assist the marketing initiatives to promote the programme and other programmes as evidenced by increased student enrolments. Assist with off campus marketing activities.
	• Meet minimum number of students required to enrol for a specific programme as agreed with Manager. Ensure enrolments are at EA (enrolment achieved) by date agreed with Manager.
	• Incorporate te reo Māori, āhuatanga Māori and tikanga Māori into the papers taught.
	• Participate in such activities. Evidenced by desk diaries, workbooks and meeting minutes. Agreed outcomes achieved.
	• Professional and development agreed with Manager.
	• Courses will reflect the best research and exemplary practices. Adopt and utilise the eWānanga Online Learning system for delivery and delivery support of programmes.

	• Positive student evaluations.
• Complete programme administration according to Wānanga policies and guidelines.	• Administration tasks completed within timeframes and in accordance with policies and guidelines.
KRA 2: Administration • 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 Institute and Schools whose programmes we deliver.	• Attendance at monthly Programme Academic Committee meetings, attendance at School and Wānanga meetings. • Involvement in policymaking and implementation of policy. Evidenced by meeting minutes. • Maintain student records in EBS. • Meet due date for resulting. • Maintain time frames for the efficient administrative management of the programme(s) as evidenced by written communications and updating records in EBS and SharePoint etc.
KRA 3: Professional Development • Actively seek out opportunities to grow professionally as negotiated with the manager.	• Development and implementation of a relevant and realistic professional development plan agreed with Manager and recorded on performance appraisals. • PD /training to be applied for, endorsed by Manager and has relevant prior approval(s). • Evidence of PD/training completed is supplied to HR to be held on file and recorded in annual performance appraisal. • Organisational PD and training is undertaken as required.
KRA 4: Community Engagement • Demonstrate the ability to forge and maintain strong links with individuals, community, Iwi, hapū and organisations concerned with the promotion and practice of the aims and objectives of Awanuiārangi and the programme(s).	• Consistent, constructive, and effective liaison with the staff, students, professional organisations, business organisations, Iwi and hapū groups. Evidenced by diary notes and meeting minutes.

KRA 5: Team and Personal Effectiveness	• Team is supported as required.
• Provides relief to team members during leave or peak workload. • Documents critical functions within areas of responsibility. • Where appropriate carries our co-ordination duties effectively and efficiently. • Continual updates own knowledge and skills relating to technology, administrative systems and other related to the position.	• Feedback evidences good communication is fostered with the team and other staff members. • Timely completion of Programme Academic Committee (PAC) duties. • Work processes are updated on an annual basis. • Systems and process training etc is undertaken as required.
KRA 6: Effective Communication and Client Focus	• Effective relationships are built and maintained.
• 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.	• Effective communication with stakeholders. • A strong customer focus in maintained.

7: 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.
- 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
  - o Following health and safety rules, policies and procedures,
  - o Reporting accidents, injuries and unsafe equipment, practices or conditions
  - o 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.
- Create and maintain complete and accurate information and records within their domain in approved business information systems and applications in a timely manner as a routine part of their work practice.
- Comply with information and records management policies, standards, guidelines, and procedures.

- Be culturally aware and uphold EEO in all aspects of work and development.
- 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 the Wānanga. Instructions for any variances will be communicated by the Manager.

Person Specification

Technical/Professional Qualification	
Essential	**Desirable**
- A relevant water science diploma or equivalent relevant work experience in the field of water resource use as it pertains to whanau, hapū, iwi or community resource use and Kaitiakitanga. - A current, unrestricted private motor vehicle licence.	- A relevant Bachelors' degree. - Adult teaching qualification. - Other qualifications relevant to programmes delivered across the School of Iwi Development e.g. Wai Ora, Matauranga Māori, Te Reo Māori.
Experience	
- Adult teaching experience. - Teaching/training experience relevant to water resource use as it pertains to whanau, hapū, iwi or community resource use and Kaitiakitanga or the Wai generally. - Experience in the delivery of the prescribed course or programme (Certificate in Wai Ora Level 3 or 4) - Understanding of, and experience in the field of water resource use and Kaitiakitanga. - Networks with relevant marae, iwi, hapū and/or community groups.	- Tertiary teaching experience. - Teaching/training experience relevant to Kai Oranga, Te Reo Māori, or Matauranga Māori. - Evidence of sound relationships and commitment to Iwi, community, industry, and professional groups.
Skills and Attributes	
- Te Reo Māori skills to at least intermediate level and a practicing knowledge of Tikanga Māori. - Demonstrated excellence in teaching, using a variety of skills and ranges of methodologies and techniques.	Te Reo Māori fluency.

- Understanding and commitment to Equal Educational Opportunities and an awareness and understanding of Te Tiriti o Waitangi.
- Strong communication and interpersonal skills
- Good written and oral communication and presentation skills.
- Research skills.
- Knowledge of quality improvement systems and processes.

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.
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 whāinga, 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 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 Wairoa, with a Northland (*Te Taitokerau*) site yet to be finalised. We also deliver on marae across the Te Ika a Maui *(North Island).*

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.

At this time the programmes offered by the School of Iwi Development include Certificates in Kai Oranga and Wai Ora, Adult Community Education, Te Pouhono, Te Pōkaitahi Reo, and Bachelors of Matauranga Māori.