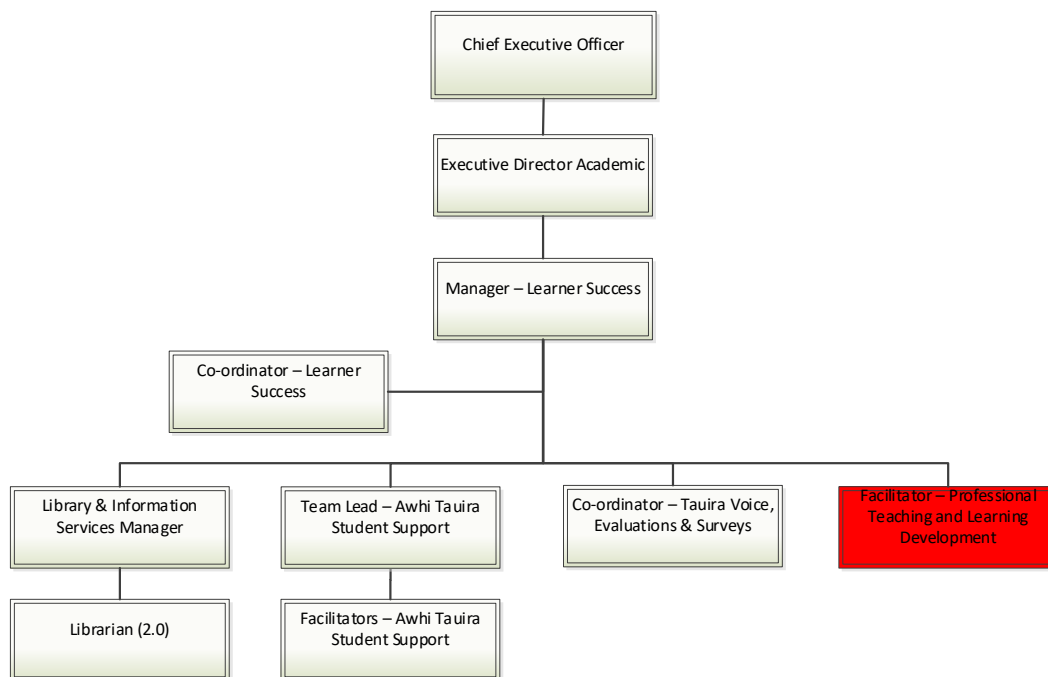# Job Description

Position Title	Facilitator – Professional Teaching and Learning Development - Ako Panuku	**Team/ School:**	Learner Success
Position Holder		**Date**	August 2024
Reports to	Manager, Learner Success	**Location**	Whakatāne
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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                    │  Manager – Learner Success │
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│ Co-ordinator –   │            │
│ Learner Success  │            │
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- Co-ordinator – Learner Success
- Library & Information Services Manager
  - Librarian (2.0)
- Team Lead – Awhi Tauira Student Support
  - Facilitators – Awhi Tauira Student Support
- Co-ordinator – Tauira Voice, Evaluations & Surveys
- Facilitator – Professional Teaching and Learning Development

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

This position aims to support and enhance the continuous growth and development of kaiako/lecturers in their pedagogical settings.

DIMENSIONS AND AUTHORITY

Staff   None
Financial: Nil

RELATIONSHIPS

Internal:
- Manager, Learner Success
- Staff within the Learner Success team
- Heads of School
- Kaiako
- Registry
- HR
- CE Office and staff
- Other Wānanga staff

External:
- Ako Aotearoa
- Kaiako Development Collectives

KEY RESULTS AREAS

The Facilitator—Professional Teaching and Learning Development will work constructively and collaboratively to enhance the teaching and learning development and competence of kaiako.

The role of the Facilitator encompasses the following significant functions or Key Result Areas:
1. Kaiako Needs assessment.
2. Facilitation of Good AKO practices.
3. Tauira diversity and tauira-centric practice.
4. Reflective Practitioner mode in the kaiako space.
5. Research and innovation.
6. Team and personal effectiveness
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: Kaiako Needs assessment • Conduct needs assessments to identify areas where kaiako development support is required, individually or collectively. • Design comprehensive kaiako development opportunities that align with the identified needs and goals.	• Collaboration with kaiako/lecturers and Schools to gather feedback and analyse data and tauira voice from programme evaluations. • Kaiako development programmes that address identified needs and goals are tailored – may include workshops, seminars, conferences, and online courses.

KRA 2: Facilitation of Good AKO practices
 	
• Create engaging and interactive learning experiences to support pedagogical and andrological approaches and related technologies.
 	
• Provide individual coaching and mentoring to kaiako/lecturers requiring more personalised guidance.
 	
• Sourcing, promoting, and innovating AKO practices that hold currency and are evidence-based.
	• Excellent presentation and communication skills are delivered to engage kaiako/lecturers.
	
	• Assist kaiako/lecturers in implementing innovative teaching methods, including:
	  ▪ Tauira engagement
	  ▪ Delivery plans
	  ▪ Assessment Design
	  ▪ Feedback
	  ▪ Moderation
	  ▪ Review processes
	  ▪ Evidence capture.

KRA 3: Tauira diversity and tauira-centric practice • Identify best practices, share resources, and foster a culture of continuous improvement. • Stay updated with the latest trends and approaches within the wānanga settings toward tauira with diverse abilities (tauira whaikaha) and the multiple spaces where learning takes place for tauira.	• Responding to tauira diversity profiles • Access to a range of resources to support tauira-centric practices.
KRA 4: Reflexive Practitioner mode in the kaiako space • Measure the effectiveness of professional development programmes to help refine and improve future programmes.	• Evaluation methods are designed, and participant feedback is sought and gathered.
KRA 5: Research and Innovation • Bring new ideas and approaches to the professional development programmes.	• Stay abreast of the latest research, innovations, and trends in teaching and learning. •

KRA 6: Team and personal effectiveness	
• Document critical functions within areas of responsibility. • Continual updates of own knowledge and skills relating to technology, administrative systems and other related to the position.	• Work processes are updated on an annual basis. • Professional development and training is undertaken as required.

KRA 7: General requirements of all Wānanga employees

- Possess a student-centric work ethic,
- Promote the Wānanga as a positive and dynamic learning environment,
- Commit to providing quality education,
- Strive for high student retention and success,
- Be culturally aware,
- Participate in the Wānanga appraisal process,
- Improve and develop yourself through training and professional development opportunities,
- 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,
- 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.,
- Undertake any other key duties as agreed with your manager,
- Commit to assisting your manager in achieving educational goals.

The responsibilities and expectations outlined in this job description may vary from time to time after consultation according to the needs of the Team and the clients of Wānanga. The manager will communicate instructions for any variances.

Person Specification

Technical/Professional Qualification	
Essential	**Desirable**
• A relevant teaching qualification at the postgraduate level. • A full clean Drivers' Licence.	• A doctoral qualification or working towards one.

Experience	
• Sustained teaching experience in the wānanga and/or tertiary education sectors. • Previous experience facilitating the implementation of educational practice with a tauira-centric engagement model at the core. • Managed and worked on diverse tauira profile settings. • Ensuring seamless connection between tauira and whānau.	• Experience in the Tertiary education sector and ability to model exemplary teaching practice in multiple spaces, including digital. • Experience with using data and voice to give effect to improved course completions. • Holding a strong portfolio of teaching and learning commendations from tauira and peers.

Skills and Attributes	
• Knowledge of course development and the quality management of programmes from Level 1 to PhD. • Excellent presentation and communication skills to optimise the cause of enhanced kaimahi teaching and learning skills. • Knowledge of Tikanga Māori and its application in educational settings. • Advanced oral and written skills in both English and Te Reo Māori.	• Understand and practice course needs analysis, course design, course delivery, course review processes, assessment models, moderation practice, teaching resource identification and evaluation. • Implementing self-reflective practice. • Fluency in Te Reo Māori

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 integrating 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	• Focuses on tauira/customer needs and meets or exceeds their requirements. • Clarifies tauira/customer needs. • Confirms satisfaction. • Listens and empathises.

tauira/customer needs; giving high priority to tauira/customer satisfaction.	• Develops approaches that provide total solutions for tauira/customers.
Individual Leadership/Influencing	

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:
	    o Maintain or enhance self-esteem
	    o Listen and respond with empathy
	    o Ask for help and encourage involvement
	    o Share thoughts, feelings, and rationale
	    o Provide support without removing responsibility
	• Follow logical sequence in discussions
	• Focus on the situation, not the person
	• Present suggestions or point of view in an appropriate and convincing manner
	• Anticipate reactions and have a plan to deal with them
	• Ask for and gain commitment to action

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.
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	• Clarifies details of tasks. • Completes all details. • Checks outputs for accuracy and completeness. • Follows established procedures.

and tasks; maintaining watchfulness over a period of time.	• Maintain checklist to cover details.
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 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 Whangarei. We also engage marae and secondary schools across the Aotearoa and some programmes are delivered at offsite venues.

LEARNER SUCCESS TEAM

The Learner Success team is responsible for putting support, encouragement, and co-creation at the heart of the Tauira 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 tauira success experience.
- Identifying opportunities, risks and advice that will ensure effective delivery of the Learner Success workplan.
- Provides the coordination of the following key delivery functions:

    o Library
    o Awhi Tauira- Student support services
    o Student Voice Coordination
    o Professional Learning and Development