

## Job Description

Position: Kaiarahi (Bachelor of Teaching – ECE)
Date: May 2022
Reports to: Academic Portfolio Manager (ECE Teaching)

### Te Tirohanga Whakamua; Our Vision:

To be the skills engine driving the economic and social development of the Central North Island.

### Nga Whāinga; Our Goals:

- Partnerships that make a difference
- An Institution for the 21<sup>st</sup> Century
- All our people are equipped for the new world
- Global outreach and globalization

### Nga Whanonga Pono; Our Values:

- Relationships – Whanaungatanga
- Excellence – Kia eke panuku, eke Tangaroa
- Transformation – Te huringa whakaaro
- Agility – Kia kakamā

### Purpose of the Position:

The purpose of this position is to:

- (1) provide mentoring and learning support for Bachelor of Teaching (Early Childhood Education) students as they progress through Te Kākano, along with coordinating extension opportunities for students who have already achieved a high level of competency;
- (2) provide support, in terms of resource development and delivery, for Early Childhood Education degree staff regarding delivery of the main courses, aiming to progress students cultural competency (e.g. Te Puna Reo); and
- (3) support ongoing development and/or strengthening of partnerships with Iwi and Pasifika related to the Bachelor of Teaching (Early Childhood Education)

### Responsible for:

- No direct reports

### Internal Relationships:

- Pouārahi (Executive Director) Te Mana Taurira
- Executive Dean
- Academic Portfolio Manager - ECE and Languages

- Faculty Administrators
- ECE Lecturers
- Raukura Team
- Te Atakura Staff
- He Kākano Rua Staff

## External Relationships:

- Hapū and Iwi groups across Rohe
- Kaiarahi in other ITP subsidiaries

## Key Result Areas

### Key Performance Indicator (KPI) 1 – Cultural Competency Development

To establish a professional development programme that enables UCOL ECE degree students to achieve proficient cultural competency, in line with the Bachelor of Teaching (ECE) degree curriculum (including Te Kākano)

What will I be doing?	How will I know I am doing it well?
<p>Develop innovative and creative teaching and learning resources to support students cultural competency development related to Te Kākano.</p> <ul style="list-style-type: none"> <li>• Designed to support Student progression within the Te Kākano Framework;</li> <li>• Include formative feedback to enable students to monitor the progression;</li> </ul> <p>Also supports UCOL staff in the delivery of cultural competency courses within the ECE degree.</p>	<p>The incumbent is able to constructively self-reflect</p> <ul style="list-style-type: none"> <li>• Increased understanding of Te Tiriti o Waitangi and its application into ECE practice.</li> <li>• Increased understanding in Tikanga</li> <li>• Increased level of engagement from ECE staff and students related to their personal cultural competency development</li> <li>• Increased use of Te Reo Māori by staff ECE and students.</li> </ul>
<p>Development formative assessment resources to support students in their self-assessment of personal cultural competency and their progression within the Te Kākano framework.</p>	<p>Resources development have a variety of tasks to ensure that well-rounded learning is achieved</p> <ul style="list-style-type: none"> <li>• Course material is current and aligned to Te Kākano framework.</li> <li>• Staff and peer evaluations are positive</li> </ul>
<p>Development of an extension framework and mentor students who have high level of cultural competency to ensure their further development.</p>	<p>A safe, positive and supportive environment is provided for students to develop both their understanding of, and confidence to use, their knowledge of Te Reo Māori and Tikanga within appropriate settings.</p>

## Key Performance Indicator (KPI) 2 – Delivery and Facilitation

To deliver and facilitate high quality learning opportunities for Bachelor of Teaching (Early Childhood Education) students to support their development of cultural competency (and progression through Te Kāhano).

What will I be doing?	How will I know I am doing it well?
Teaching will be required in this position.	Learner satisfaction is high
Develop, deliver and assess material that meets the current curricula, industry requirements, and achieves UCOL's strategic goals.	That curriculum is kept up to date and able to be delivered across our regions using blended delivery.
Use the most effective and current delivery methods (including flexible delivery) that best meet the needs of a variety of students.	That curriculum is kept up to date and able to be delivered across our regions using blended delivery.
Maintain a client-centric orientation towards students.	Learner satisfaction is high
Take responsibility for the quality of teaching delivered and, as necessary, seek further training. Guidance and skills development to ensure the standards re maintained and improved.	That a targeted PD plan is undertaken and supported by your manager

## Key Performance Indicator (KPI) 3 – Stakeholder Engagement & Relations

Build and maintain UCOL's stakeholder relationships

What will I be doing?	How will I know I am doing it well?
Support the development and maintenance of strong stakeholder relationships with Hapū and Iwi groups across Rohe, and Pasifika, to the development of genuine partnerships to support delivery of the ECE degree.	Hapū, Iwi, Pasifika are engagement with students and UCOL to support the development of ECE graduates to meet industry and Teachers Council requirements.
Promote engagement and involvement of Hapū, iwi and Pasifika within the delivery of the ECE degree here at UCOL as applicable.	

## Key Performance Indicator (KPI) 4 – Health and Safety

As an employee, under the Health & Safety at Work Act 2015, you are deemed to be a "Worker" and are responsible for the practical implementation of the systems and processes established to protect your health, safety and wellbeing while not endangering others. As an employee of UCOL, employees must ensure that they comply with UCOL's Health and Safety Policies, Procedures, and any Standard Operating Procedures along with any relevant Legislation or Industry Standards, which apply to the delivery of their tasks or are required by their Faculty or Department.

What will I be doing?	How will I know I am doing it well?
Undertake your work safely and do not participate in activities that may place yourself and others in danger or at risk.	Nothing that the incumbent does or doesn't do results in others being put in danger or risk or harmed.

Comply with all health and safety information, instruction, training, and supervision.	You actively participate in any health and safety training appropriate to the role, and will at all times comply with health and safety policies, procedures and standards.
Report any health and safety hazards, incidents, and near misses accurately and in a timely manner to your Line Manager and enter into the electronic health and safety management system (Vault).	All health and safety hazards, incidents, and near misses are required to be entered into the health and safety management system immediately. If this cannot be done immediately, it must be done as soon as practicable after the hazard, incident, near miss occurred. Serious incidents and hazards should also be reported immediately to the Line Manager and verbally to your Senior Manager and entered into the health and safety management system.
Comply with all requirements of return to work or rehabilitation plans.	You will comply with all of the requirements of a return to work or rehabilitation plan to ensure that they return to work in a sensible, healthy, and safe way.
Report any faults or issues relating to health and safety into the Vault, Health & Safety Management system and ensure that your Line Manager is kept fully informed of any issues.	Any faults or issues relating to health and safety need to be reported to your Line Manager and/or to the Health and Safety team immediately. If this cannot be done immediately, it must be done as soon as practicable after becoming aware of the fault or issues.

*To be successful we need to work as a team, so the responsibilities set out in this job description are not exhaustive. As a result, after mutual agreement, we may require you to undertake other reasonable tasks as required, which are within the ability of the jobholder.*

## Core Competencies – compressed version

### Tangata Tiriti – how we embrace culture.

- **Engagement** - establish and maintain effective professional relationships focussed on the learning and wellbeing of our ākonga and staff, demonstrate commitment to ongoing professional learning and development of personal professional practice by engaging in He Kākano Rua (UCOL's Cultural Competency Framework).
- **Enlightenment** - continue to develop understanding of Te Tiriti o Waitangi / the Treaty of Waitangi and continue to develop knowledge of Tikanga Māori and the appropriate usage and accurate pronunciation of te Reo Māori.
- **Empowerment** – demonstrate commitment to bicultural partnership in Aotearoa New Zealand, works effectively within the bicultural context of UCOL.

*Please note, the list below is a condensed version of the behaviours and practices; for descriptors of each behaviour, please refer to 'Staff Competencies' on our website or the Teams Portal.*

### Professional behaviours – how we behave at work.

- Dependable/compliant
- Resilience
- Flexibility
- Risk Conscious/ Zero Harm Attitude
- Self-Insight
- High Emotional Intelligence
- Shows initiative
- Ethics and integrity
- Personal responsibility

### Work practice – how we achieve results.

- Achievement
- Mental Power
- Critical Thinking
- Logical Reasoning
- Numerical Reasoning
- Results focus
- Digital competence / IT literacy
  - Information
  - Communication
  - Innovative
  - Safety
  - Problem-solving

### Relationships – how we work together.

- Communication
- Verbal Reasoning
- Teamwork
- Negotiation/ Conflict management
- Building relationships
- Strategic agility
- Values diversity
- Collaboration
- Keeps student focus

### Qualifications and/or Skills:

- Possess a high level of Cultural Competency
- Proficient Te Reo and be able to facilitate the learning of students in developing their Te Reo skills.
- Has the ability to provide Early Childhood examples illustrating the importance of developing cultural competency to work in this sector.
- Have Tertiary Teaching Experience, and ideally an adult teaching certificate (or have equivalency for this).
- Proven ability to build and maintain constructive, productive and mana-enhancing relationships with local iwi and hapū, out of respect for mana whenua.

### Personal Characteristics/Attributes:

- Me ahua mohio te kaitono ki korero i te reo Maori  
*You should have a good understanding of spoken and written Te Reo Maori*
- Me matua mohio te kaitono ki nga tikanga, ki nga whakaaro o te Ao Maori  
*You should have in depth understanding of Maori values and Maori world views*
- Me tangata ngakau nui koe ki te tangata  
*You should be able to relate well to others and have a big heart for people*
- Me mohio koe ki te whakahoahoa tangata, ki te korero ki te tangata ahakoa ko wai  
*You should have good communication skills with people of various backgrounds*
- Me mohio koe ki te whakatutuki whaingā, me te whakarite mahi  
*You should be proficient at planning and be able to meet goals*

### Other Requirements:

- Must have a full driver's licence.
- Pre-employment Criminal Convictions Check.
- Clean from the influences of drugs and alcohol in the workplace at all times.

*We aim for a “can-do!” attitude where we help one another and UCOL. For that reason, you will need to be open to reasonable changes in your duties and responsibilities and this job profile being updated from time to time, after mutual agreement, as we adapt to change and keep striving to deliver all that we can for our students.*