

Kaitātaiako Facilitator – Poike / Windermere Campus-based

Kaupapa | Purpose

The Kaitātaiako Facilitator is an ākonga/learner-facing role aligned to achieving equitable outcomes for ākonga Māori at Toi Ohomai.

The Kaitātaiako Facilitator is a member of the Te Haeata Directorate within the Ākonga Māori Success and Equity Team. This role is based at our Tauranga - Poike / Windermere campus, with reach across all Toi Ohomai Bay of Plenty/South Waikato campuses.

Through coordinated delivery of culturally-responsive initiatives (programmes of work and activities) throughout the learner journey, ākonga Māori will experience a greater sense of inclusion and success in vocational tertiary study.

This will be achieved through:

- Ensuring programmes of work and activities are guided by te Ao Māori;
- Planning and coordinating (academic, social, pastoral) that supports ākonga Māori sense of belonging and success at Toi Ohomai;
- Facilitating a range of kaupapa which are shown to improve ākonga engagement and success in vocational tertiary education;
- Working collaboratively with other Toi Ohomai teams, and supporting the functions of the directorate.

Reports to: Māori Success Manager – Ākonga Māori Success and Equity

Team: Toi Ohomai | Ākonga Māori Success and Equity Team / Te Haeata Directorate

Remuneration: \$62,000 to \$73,000

Date: October 2024

Ngā mahi | Do

<p>Meaningful and effective partnerships</p> <ul style="list-style-type: none"> • Understand the ākonga Māori profile so mahi is targeted and relevant; • Deliver initiatives that contribute to ākonga Māori sense of belonging and success; • Develop strong, mutual partnerships with internal teams to ensure outcomes are achieved; • Where appropriate work with internal teams, whanau, external organisations and groups to support ākonga Māori inclusion, engagement and success. 	<p>Expected Outcomes:</p> <ul style="list-style-type: none"> • Using ākonga-voice and other stakeholders to inform activities and delivery; • Working with others to collaborate and roll out initiatives where practicable; • Annual Workplan is developed and delivered; • Project plans are developed, implemented and reviewed.
<p>Delivery of tertiary education to meet regional priorities</p> <ul style="list-style-type: none"> • Provide academic, pastoral and/or advocacy advice to support for ākonga Māori success; • Provide support where practicable, to programme areas with ākonga Māori initiatives that lead to increased participation; 	<p>Expected Outcomes:</p> <ul style="list-style-type: none"> • Learning plans are developed (if appropriate) and Ākonga Māori experience support that reduces barriers and increases chances of success; • Culturally-responsive programmes (such as Tuakana-Teina

<ul style="list-style-type: none"> • Deliver kaupapa Māori informed activities proven to make a difference for ākonga Māori in vocational education settings. 	<p>and whakawhanaungatanga) are planned, delivered, and reviewed;</p> <ul style="list-style-type: none"> • Technology platforms are used to optimise ākonga Māori engagement.
<p>Be innovative and support innovation</p> <ul style="list-style-type: none"> • Use appropriate educational technology platforms to connect and work with ākonga-Māori (moodle, google suite, Microsoft Teams); • Promote ākonga Māori initiatives across a range of technology platforms (TikTok, Facebook, Instagram); • Seek and support ākonga Māori with opportunities to link with external initiatives (for example internships, scholarships) • Use organisational and business insights to inform Kaitātaiako annual workplan and it's initiatives within. 	<p>Expected Outcomes:</p> <ul style="list-style-type: none"> • A range of digital technologies are being used to reach and serve ākonga Māori; • Ākonga Māori are using digital technologies to access Kaitātaiako services; • Kaitātaiako services are meeting the needs of ākonga Māori; • Matauranga-Māori informs the development of all Kaitātaiako resources and services.
<p>Be learner-centred</p> <ul style="list-style-type: none"> • Use ākonga Māori feedback to inform Kaitātaiako annual workplan and it's initiatives within; • Collaborate with other support services teams to ensure a holistic 	<p>Expected Outcomes:</p> <ul style="list-style-type: none"> • Ākonga Māori feedback is regularly collected and reviewed; • Ākonga Māori receive a coordinated, holistic service and

<p>service is provided;</p> <ul style="list-style-type: none"> • Develop and implement individualised learning plans (ILPs) where appropriate; • Support ākonga Māori through advocacy and communicating with programme teams; • Deliver a service that meets the academic, social and pastoral aspirations of ākonga Māori. 	<p>those experiencing challenges are accessing services with minimal disruption to their learning;</p> <ul style="list-style-type: none"> • Reporting ākonga Māori engagement and outcomes are completed;
<p>Be a sustainable organisation</p> <ul style="list-style-type: none"> • Use ākonga Māori feedback (insights), and share appropriately with others to inform provision; • Continuously monitor services for effectiveness; • Provide Kaitātaiako services and/or support regional campuses as appropriate; • Contribute to Toi Ohomai’s annual Support Area Self-Assessment (SASA) process. 	<p>Expected Outcomes:</p> <ul style="list-style-type: none"> • Implemented initiatives are meeting the current needs and aspirations of ākonga Māori; • Organisation insight gained into current needs and aspirations of ākonga Māori; • Regional Campuses receive Kaitātaiako services (where appropriate); • SASA is completed and includes improvements and recommendations to inform the annual workplan.

Note:

The above Position Capabilities are provided as a guide only. You are expected in your role to undertake any and all reasonable and lawful instructions and / or delegated tasks given by your manager, or someone in a position authorised to give such instruction. The precise performance measures for this position should be discussed between the incumbent and manager as part of the performance development process.

Pūkenga | Have**Qualifications**

Essential:

- Minimum of a degree level qualification in a relevant discipline;
- Current Full, clean drivers licence

Desirable:

- Qualification in mātauranga Māori;
- Certificate in adult learning and teaching or similar teaching qualification

Knowledge/Experience

Essential:

- At least three years tertiary or similar and/or a range of experience in;
 - Te Reo Māori me ōna tikanga;
 - Culturally-responsive educational initiatives;
 - Barriers ākongā Māori in vocational tertiary education;
 - Aspirations of ākongā Māori in vocational tertiary education;

Desirable:

- Demonstratable knowledge of learning pedagogies, especially those relating to ākongā Māori engagement, and success.

Skills and Attributes

Essential:

- High level Te Reo me ōna tikanga;
- Teaching/facilitation and excellent time management skills;
- Written and time management skills;
- Ability to motivate and work collaboratively;
- Use of (a range of) educational informational technology and social platforms.

Desirable:

- Use of Microsoft Office (moodle, google suite, Microsoft Teams); and social platforms (TikTok, Facebook, Instagram);

Change to Position Description

From time to time it may be necessary to consider changes in the position description in response to the changing nature of our work environment; including but not limited to technological requirements or statutory changes. Such change may be initiated as necessary by the manager of this position. This Position Description may be reviewed as part of the preparation for performance planning for the annual performance cycle.

Waiaro | Be

Authentic and Inclusive: Promote an environment of inclusion and authenticity, where all contributions are valued, . Be courageous to disrupt inequities for all, including Māori, Pacific and disabled peoples. Hold the conviction that meaningful partnerships with Māori/iwi will contribute to progress for all.

Connected: Integrate waiora-sustainable thinking into your everyday mahi, meeting the needs of the present, without compromising our ability to meet our needs for the future. Embrace the interconnectedness of environmental, social, economic and cultural wellbeing.

Collective: Seek progress over perfection, moving forward with aroha, empathy and persistence. Maintain a focus on results and delivery to build a sustainable, world class, vocational education and training network. Lean into transformation, challenge the status quo and choose courage over comfort to create better results for Toi Ohomai | Te Pūkenga, employers, ākonga and their whānau.

Self-awareness: Navigate yourself, and lead others through change with confidence, understanding how to create the conditions you and others need to thrive. Demonstrate humility, be reflective and self-aware, always seeking to grow personally and as a leader.

Ako: Hold lifelong learning as vital in connection, hauora, and continuous improvement both personally and professionally. No matter your role, recognise your mahi contributes to making a positive difference for our ākonga and their whānau, and their ability to create thriving communities. Recognise Te Tiriti o Waitangi as a powerful mechanism for taking positive action in Aotearoa, and a pathway to achieve equity for all.

Mana tāngata: Contribute to a connected, creative, compassionate workplace, where teams are committed to growth, learning and achieving our shared purpose. Create a safe environment for learning and development, in all you do, including Te Tiriti, equity, academic and professional excellence. Recognise kaimahi and whānau wellbeing are interconnected, when we support personal and professional growth we contribute to Te Oranga/participation in society.

Ngā Hononga Mahi | Working relationships

Internal: Māori Success and Academic Excellence Directorate, Student Services Team, Faculties and Programme Teams and other Service Teams

External: Relevant Iwi / Hapu / community / Business networks. Other ITPs (Institutes of Technology and Polytechnics)

Resource delegations and responsibilities: N/A

Financial: N/A

People: N/A