

## Pūkenga Reo

### Centre for Health and Social Practice (CHASP)

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#### Kaupapa | Purpose

1. Design and deliver using culturally appropriate teaching pedagogies, te reo Māori, tikanga Māori and te Tiriti-related teaching and events (marae noho, pōwhiri, whakatau, karakia, waiata, kapa haka) for specific modules and programmes within the centre; and fulfil necessary administrative, research and course development obligations.
2. Engage with centre students on their journey of learning at Wintec and transition to employment, focusing not only on academic aspects but also acknowledging the physical, spiritual and whānau dynamics of the student.
3. To actively contribute and lead positively and appropriately as an academic staff member of the Centre.
4. Support colleagues with te reo and tikanga Māori-related requests.

**Reports to:** Team Manager Social Practice

**Team:** Wintec

**Remuneration:** \$87,200.00 - \$96,800.00 (Band 5)

**Date:** December 2025

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#### Ngā mahi | Do

**Teaching Quality**

**Facilitating Learning**

- Demonstrates challenging and inspiring teaching in a variety of contexts and implements strategies that support students being independent learners and that address individual student learning needs.
- Delivers, co-delivers or supports delivery of academic content, specifically in the areas of te reo Māori and tikanga Māori, and te Tiriti-related content.
- Regularly coaches others in quality teaching and learning strategies with a focus on te reo Māori, tikanga and te Tiriti-related content within the Centre that is underpinned by sound educational theory and utilises a variety of technologies for blended learning opportunities.

### **Planning and Preparation**

- Coaches colleagues in planning and preparing current teaching resources, lesson plans, learning outcomes, effective blended delivery methods and effective assessment methods, and continually updates own practice.
- Plans, organises and runs marae noho along with catering, pōwhiri, kaikaranga, whakatau, karakia ensuring tikanga and kawa are upheld.

### **Discipline and Subject Area**

- Has specialist or advanced standing in subject or discipline area and makes a significant contribution to the subject/discipline within Wintec including course reviews and developing and implementing curriculum changes.
- Works collaboratively with Centre Director to maintain effective industry and external relationships.

### **Curriculum Development and Flexible Delivery Design**

- Coaches and works with staff in the development and facilitation of blended learning programmes/curriculum.
- Develops specialist te reo Māori, tikanga and te Tiriti-related content for CHASP programmes.
- Mātauranga Māori curriculum development, assessment design and delivery.

### **Assessment of student learning**

- Applies Mātauranga Māori assessment design as part of analysing and applying a range of assessment and/or evaluation methodologies to improve student learning, including the use of formative assessment to develop students' understanding of their own learning.
- Assists other staff with assessment and moderation processes, including managing programme assessment moderation activities, and acting as an external moderator within Wintec.

- Applies a variety of quality teaching and learning strategies underpinned by sound educational theory.
- Delivers high quality learning experiences using a variety of technology that provides for individual learning needs, incorporates literacy and numeracy, and enables students to demonstrate their knowledge and skills.

### **Planning and Preparation**

- Plans and prepares in advance current teaching resources, lesson plans, learning outcomes, effective blended delivery methods and effective assessment methods for all modules.
- Responds to student feedback by reviewing and updating teaching resources to ensure ongoing improvement of teaching content.
- Assessment of student learning
- Applies a variety of formative and summative assessment tools that are valid, sufficient, fair and transparent.
- Informs students of assessment criteria and scheduling in a timely manner, ensures students receive constructive feedback on their progress, and participates in moderation activities.

### **Pastoral Support**

- Proactively seek out at-risk cohorts of Māori learners.
- Ensure students and staff are supported in their contacts with whānau/hapu/iwi; including but not limited to traditional processes (such as powhiri) and tikanga (knowing what to do).
- Provide learning support for students and develop learning programmes on an individual or group basis using flexible modes of delivery.
- Identify learning support needs for students and arrange appropriate action.
- Prepare, develop and identify learning resources to support students and to meet their needs as required.

### **Customer Service**

- Work within current Wintec processes, and supplementary to customary tikanga/kawa protocols, to provide culturally responsive support for students.
- Support students to improve issues affecting their academic success at Wintec.
- Assist current students to link with appropriate internal and external support, including iwi/hapū/whānau as appropriate.
- Ensure students requiring assistance receive relevant information and support.

- Proactively initiate on-going contact with students who require assistance and/or who are identified as having difficulty with achievement.
- Ensure students and Wintec staff have increased awareness of student support and services and how to effectively refer students to support.
- Collaborate and communicate across departments as required to support students towards achievement.
- Develop and maintain effective relationships with the Student Experience, Māori Achievement and Te Kete Kōnae teams and with internal and external customers.
- Liaise with community networks to access support for referral where appropriate.

### **Administration**

- Provide support as required to Centre staff.
- Provide accurate information in a timely manner.
- Work to reduce costs of time and effort while at the same time delivering a one-stop shop approach where applicable.
- Provide appropriate records and reports as required.

### **Development**

- Reflective Practitioner
- Regularly coaches and guides staff within the centre on reflective practitioner skills and activities, with a focus on te reo Māori, tikanga and te tiriti-related practice.
- Ensures the aspects of diversity for Māori learners and Treaty based practice is applied
- Professional Development
- Participates in Wintec and other professional development activities in their own discipline and as a tertiary educator to maintain currency and meet strategic priorities. Applies these learnings to enhance educational outcomes.
- Completes training requirements
- Regularly engages with industry, community, employers, and field of practice.

### **Pūkenga Reo Academic Leadership**

#### **Peer Support and Academic Esteem**

- Acts as an observer and provides developmental feedback in peer observation within the centre.
- Coaches colleagues within the school/centre in the development of teaching materials and resources, curriculum design, blended learning strategies, teaching technologies,

internationalisation assessments, evaluations and moderation, with a focus on te reo Māori, tikanga and te tiriti-related practice.

- Coaches and develops teaching teams with a focus on te reo Māori, tikanga and te tiriti-related practice.
- Is sought by colleagues within Wintec for expertise in subject area and/or teaching practices and/or academic management.
- Contributes positively to Wintec's reputation regionally.

### **Research and Technology Transfer**

- Designs and carries out research and/or technology transfer and/or consultancy aligned to the school/centre's RDT plan and Wintec strategic priorities, with a focus on te reo Māori, tikanga and te tiriti-related practice.
- Disseminates research outcomes by publishing articles in industry and/or highly ranked journals and publications, presenting at industry conferences, and sharing results with the wider Wintec community.

### **Organisational Commitment**

- Fulfils the requirements of Wintec's systems, practices and legislative obligations by ensuring administrative responsibilities, monitoring and review requirements are completed.
- Participates in School/Centre promotional and graduation activities, pōwhiri and in the broader professional and academic life of Wintec.
- Understands Wintec's strategic priorities and values and includes these in individual and team work activities.
- Works in a manner that embraces the Wintec values.

### **Health and safety management accountabilities are understood and applied. Individual and staff H&S outcome and objectives**

- Significant hazards in the area of responsibility are identified, documented and reviewed annually or as new hazards emerge
- Significant hazards are eliminated, isolated and/or risk minimized
- Staff in the area of responsibility are involved in the hazard management

### **Wintec culture**

- Observes Wintec's mission, strategies, priorities and values in all activities.
- Follows all Wintec policies and procedures and legislative obligations.

- Demonstrates an understanding and commitment to the principles of the Treaty of Waitangi and Equal Employment Opportunities (EEO).
- Demonstrates an understanding of and commitment to Wintec mission, strategies, priorities and values.
- Promotes equity and diversity in the workplace; builds mutual trust; and treats kaimahi equitably, transparently, fairly and in a culturally appropriate manner
- Undertakes continuous improvement and development of systems, procedures and service to ensure Wintec maintains and develops its position as a leading provider of vocational education and training.

#### **Other duties**

- Performs other duties as may be reasonably required from time to time.

#### **Demonstrate commitment to:**

**Te Tiriti o Waitangi.** Through our developing understanding of our obligations and our connection with Te Tiriti o Waitangi as both individuals and as an organisation.

**Te Reo Me Ōna Tikanga.** Through delivering kaupapa Māori theories and practices that uphold tikanga and kawa

**Ākonga at the Centre.** Through prioritising the experience, wellbeing, and success of our ākonga in our decision-making process.

**Equity.** Through recognition, empowerment, and inclusion we can give greater acknowledgement of the unmet needs of Māori, Pacific and disabled ākonga and their whānau.

**Vocational Education and Training Excellence.** Through quality provision for all ākonga, meeting the regional needs of employers and communities.

## **Pūkenga | Have**

#### **Education/training**

A relevant degree-level qualification, or equivalent experience; preferably a Masters qualification

#### **Experience**

- Proven experience with supporting Māori communities, youth and adult learners to achieve success.
- Significant experience within the education sector developing mātauranga Māori curriculum and assessment design.

## **Typical knowledge, skills and attributes**

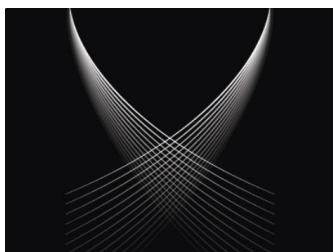
- Passion for student success.
- Knowledge and skills to implement marae tikanga and kawa
- Practical knowledge of tikanga Māori and cultural values relevant to Māori communities.
- High level of proficiency (fluency) in te reo Māori.
- Ability to conduct tutorials and workshops.
- Able to exercise judgement in problem solving.
- Commitment to developing independent learners.
- Evidence of sensitivity to and respect for people with disabilities and all cultural and ethnic groups.
- Highly developed interpersonal and communication skills.
- Flexibility to work both independently, and with others to resolve issues and meet agreed outcomes.
- Ability to be innovative, to question the status quo and to adapt to changing circumstances.
- Ability to use initiative.
- Highly developed interpersonal and relationship skills.
- Demonstrated ability to work with colleagues to resolve issues and meet agreed outcomes.
- Microsoft Word and Outlook – intermediate level.
- PowerPoint – intermediate level.
- Experience with learning technologies e.g. Moodle, Blackboard.
- Experience training, coaching or facilitating.
- Ability to identify and adapt new and emerging technologies to enable and support problem-solving and innovation.
- Demonstrates knowledge of health and safety requirements and responsibilities relevant to the position.

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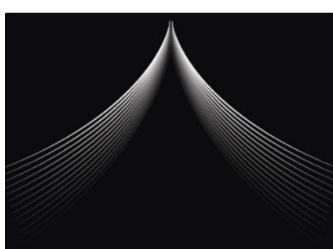
## Wintec Values



Manawa nui describes the behaviour of a person or group that embodies manaakitanga (kindness), humility, patience, respect, tolerance and compassion.



Manawa roa describes the behaviour of a person or group that embodies staying power, resilience, fortitude, grit and doing what needs to be done to achieve the collective goal.



Manawa ora describes the behaviour of a person or group that embodies the act of breathing life into all aspects of another life form.

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## Ngā Hononga Mahi | Working relationships

**Internal:** Centre Director, Centre Team Managers, Centre Operations Coordinator, Wintec Kaiāwhina network, Māori Achievement Manager, Student Capability Manager, Māori Research Leader, Director Māori, Advisors/consultants, Administration staff, Academic staff, including but not limited to TMO staff

**External:** Students, Business/industry/community, Government agencies, including but not limited to District Health Boards, SAWIT, Māori Health and Social service providers, iwi, hapū and whānau

Resource delegations and responsibilities:

**Financial:** nil

**People:** nil