



WHANGANUI
founded in
1892



WAIRARAPA
founded in
1896



MANAWATŪ
founded in
1902



HOROWHENUA
founded in
1987

Kaiāwhina

Kaupapa | Purpose

To drive Māori and Pasifika learner engagement and achievement in their programme of study through service delivery that maximises the success of all learners. Kaiāwhina support ākonga to navigate and overcome any challenges by connecting them to the right services.

This role promotes diversity, equity, and inclusion, with a strong focus on Māori, Pasifika, and other priority learners.

Kaiāwhina support educational outcomes through culturally responsive, data-informed strategies, that embody the model of Te Whare Tapa Whā.

Reports to:

Student Success Manager Whanganui

Tō mātou tirohanga roa | Our vision

Whakairohia he toki, tāraia te anamata | Learning with purpose, creating our futures

Tō Mātou Pūtake | Our purpose

UCOL provides excellent and quality education opportunities that support learners, employers and communities gain the skills, knowledge, and capabilities Aotearoa needs now and for the future. Learners and their whānau are at the centre of all we do.

Tā mātou whakahaerenga | Our Organisation

UCOL's roots began in 1892 in Whanganui, joined by Wairarapa in 1896, Palmerston North in 1902 and Horowhenua in 2017. Adapting to the growing needs of a young nation, UCOL's innovation and agility has a compelling track record.

UCOL in its many forms has been part of the community for more than a century. We are a proud example of a successful Institute of Technology and Polytechnic. We have a rich heritage and much to contribute to the future of vocational learning. UCOL is a valued and essential partner and is known for leading vocational education and training opportunities



Ngā mahi | Do

Provide holistic support to student engagement that meets the needs of all UCOL ākonga with sensitivity to cultural needs. Contribute to the achievement of UCOL's goals for Māori and Pacific ākonga success through the delivery of activities that align with UCOL's and Tertiary Education Commission's strategies. Build understanding of the Kaiāwhina role in supporting engagement and achievement.

Mentor ākonga individually or in groups, offering guidance and encouragement. Provide advice, support, and referrals to learners experiencing challenges. Maintain up-to-date information on key social services, making it easily accessible for ākonga. Support learners in navigating UCOL's systems and processes. Proactively contact and engage learners who are absent or at risk of disengagement.

Engage and collaborate with ākonga, whānau, faculty, and support services to help learners navigate challenges including the facilitation of meetings where needed, and early intervention plans. Involve external agencies as required. Build trusting relationships that help ākonga feel supported, confident, and empowered in their next steps. Provide advocacy and support for ākonga when working with both internal and external stakeholders.

Manaaki/pastoral support is provided to ākonga through a service model of Te Whare Tapa Whā (whole person development) in line with Raukura guiding principles, UCOL strategies, Te Atakura principles and He Kāhano Rua - Cultural Competency Framework. Ensure all processes and practice aligns with the Pastoral Care Code wellbeing strategies, relevant legislation, and internal policies.

Contribute to policy and programme development to improve the overall ākonga experience.

Assist with all cultural activity planning and coordinating of student activities on and off campus. Lead or contribute to initiatives that enhance ākonga wellbeing, academic success, and institutional effectiveness. Use these opportunities to contribute to the development of kaimahi in the He Kāhano Rua framework. Actively participate in any pre-programme activities, e.g. kōrero/conversations/whakawhanaungatanga events. Kaitiaki of the Whānau Room spaces.

Pūkenga | Have

3-5 years' experience in a related position. Extensive experience in student engagement and support, especially in multicultural and diverse educational settings and demonstrated success in implementing student retention strategies and educational programs would be an advantage.

Diploma level qualification in Education, Social Work, Youth Advocacy or Mātauranga Māori.

Ability to effectively use a variety of software and reporting applications and to produce and understand reports and data.

Ability to calmly manage a wide variety of situations.

Have proven excellent organisational skills and caring nature.

Exceptional stakeholder engagement skills.

Highly developed interpersonal, written, and oral presentation skills.

Experience in advocating and leading the inclusion and application of Te Tiriti o Waitangi practices in a workplace setting is required

Good, proven knowledge and practical understanding of Te Ao Māori, Te Reo Māori, Tikanga, Iwi and Whānau

Ability to support and advocate the use of te reo, tikanga, and mātauranga Māori in the workplace.

Ability to support and advocate approaches that promote equity and prioritise the needs of priority groups



Focus Areas

Intentional relationship building and collaboration with ākonga, faculty, and other members of Te Mana Taura: Student Success as well as whānau, Iwi and hapu groups.

Health and Safety

Under the Health and Safety at Work Act 2015, you must take reasonable care of your own health and safety and that of others affected by your actions at work. This includes complying with UCOL's health and safety policies, procedures, and relevant legislation. You must identify and report hazards promptly, use equipment and PPE correctly, report incidents and near misses immediately, and participate in health and safety training and initiatives. Active engagement in improving health and safety practices is expected.

Functional Relationships

Internal:

Te Mana Taura:Student Success

Te Atakura

He Kakano Rua

Kaiako and kaimahi

Academic Portfolio Managers

External:

Ākonga – current & prospective

Ngā Hononga Mahi

Māori Organisations

Industry stakeholder groups and employers

Whānau

Iwi and hapu groups

External agencies, e.g. WINZ, Social Service agencies, Studylink

Resource delegations and responsibilities:

NA



Waiaro | Be

Ngā Uara | Our Values

Whanaungatanga | Relationships

Connecting with people and establishing meaningful relationships built on trust and integrity is vital. Great relationships result in collaboration, partnerships and unity. At UCOL, we embrace diversity and inclusivity for all people.

Kia eke panuku, eke Tangaroa | Excellence

Everywhere we look at UCOL we seek innovation and quality that defines us as a high performing institute. We strive for excellence in our programmes, our teaching methods, our resources and systems and processes. We want to see people excelling at what they do and are proud of what we achieve.

Te huringa tangata | Transformation

Transformation requires inspiration, and bold, courageous behaviour. We take pride in being a part of the transformation that occurs in our students as they become successful graduates and alumni. UCOL is always looking at fresh ideas.

Kia kakamā | Agility

Agility is about us working in many different ways, being adaptable and agile in the way we work with others. Through engagement, empowerment and innovation we develop deeper understanding and discover new ways of achieving our goals.

