

Position Description

Te Aho o Te Kura Pounamu

Position:	Kaiako
Team:	TBA
Wahanga:	Learner Services Wahanga
Location:	TBA
Reporting to:	Team Leader in-region
Salary range:	STCA/PTCA/ECHCA

Purpose Statement

Kaiako has been chosen as the title for this teaching position because the word reflects the kaiako's role in facilitating and supporting learning for Te Kura students.

This position is a teaching position, and requires the position holder to be a trained and qualified teacher holding a current NZ Teacher Registration and practicing certificate.

Some aspects of a kaiako's role may vary from time to time dependent on the level and learning needs of the student groups allocated to them.

A kaiako is a learning advisor to a group of students who also facilitates curriculum delivery in their areas of specialty, as required.

A kaiako in the Learner Services Rūnanga is responsible for guiding and supporting learning for Te Kura students. A kaiako will work to create a professional, safe, trusting and collaborative learning environment for students in their learning group that focuses on developing and maintaining the relationships needed for effective teaching and learning. A kaiako is integral to the development of each student's Student Education Plan in collaboration with their family/whanau/supervisors. The kaiako will motivate, support, coach and mentor students during their time at Te Kura and help them to prepare for a successful transition to their future pathways. A kaiako will increasingly work in on-line or 'kanohi ki te kanohi' advisory contexts.

A kaiako delivers the NZ Curriculum, or Te Whariki, using a variety of techniques to engage students in learning, and a 'one size fits one approach'. The kaiako is responsible for providing:

- Students with high quality, personalised, teaching and learning opportunities that enable them to learn through authentic learning contexts
- Improving education outcomes for priority student groups, in particular Maori and Pasifika students
- Teaching programmes that meet the requirements of, where appropriate, NZQF, National Standards and best teacher practice support that assists students to become confident, connected, actively involved and lifelong learners

The position holder will carry out the position duties in a manner that supports and reinforces the vision, strategic priorities and values of Te Kura and complies with all Te Kura policies and procedures.

In particular, Te Kura is committed to providing a safe and healthy work environment and complies with the Health and Safety at Work Act 2015. As a position holder you are required to comply with all Te Kura health and safety policies and procedures and to take responsibility for your own actions. The position holder is required to report any health and safety risks and issues to their manager.

Key Accountabilities

A kaiako is responsible for a learning group of students from a region for a continuous period and will ensure that:

Key Accountabilities/ Responsibilities	Major Tasks/ Activities
<p>Curriculum</p> <p>Students’ educational outcomes are enhanced through the design, and delivery of NZ curriculum educational programmes.</p> <p>Programmes of learning that are relevant, challenging and meet the individual needs, interests and abilities of each student, are developed. Where relevant, career planning and qualification pathways are explored.</p>	<ul style="list-style-type: none"> • Deliver quality and relevant learning programmes for students that meet the requirements of the NZ curriculum • Guide, support and facilitate students’ access to learning opportunities that meet the students’ learning needs and interests to enable them to become life-long learners • Deliver personalised programmes of learning using a variety of multimedia technology and delivering on line, as well as ‘kanohi ki te kanohi’ where appropriate
<p>Student support</p> <p>Students and supervisors are guided and supported to enable the student to engage in authentic and personalised learning experiences, including meeting the requirements of the NZ curriculum and providing opportunities to achieve NZQF standards.</p>	<ul style="list-style-type: none"> • Motivate, guide, mentor and develop students through coaching, building on student strengths, interests and aspirations in life and beyond school • Acknowledge and recognise the different needs of each student and deliver learning to suit the learning style • Negotiate learning pathways and appropriate support for each student. This may involve a mentor or significant adult working alongside the student to assist learning, social development and connections to internships and other authentic learning opportunities where appropriate • Ensure learning pathways for students are in place, and each student in the authentic learning pathway is in an ‘advisory learning group’ that works together (this may be on-line or ‘kanohi a kanohi) • Facilitate access to authentic learning contexts for students where appropriate, and ensure that each authentic learning placement is supported by a specific learning plan • Coach students to confidently present their work in a variety of ways (e.g. oral, written, technological presentations) to a variety of audiences

	<ul style="list-style-type: none"> • Broker/facilitate student access to subject(s) , teacher(s) • Coach, guide and obtain genuine feedback from supervisors
Create an engaging teaching and learning environment	<ul style="list-style-type: none"> • Create a professional, safe, trusting and collaborative learning environment for students in their learning group that focuses on developing and maintaining the relationships needed for effective teaching and learning • Adapt teaching approaches (e.g. lesson presentation) methodology of learning delivery, and assessment techniques to consistently meet the personalised needs of students and NZQA assessment procedures • Assess and give constructive feedback to students • Support and develop every student’s full potential • Monitor and adapt goals and expectations • Celebrate student achievement • Encourage and motivate students to develop creativity, innovation, critical thinking, and meta cognitive ability to translate what they have learned into action • Encourage students to stimulate their intellectual curiosity, motivate them to search for relevant information and apply this knowledge to any context in order for students to take ownership of their learning
Cultural Responsiveness	<ul style="list-style-type: none"> • Support all students to engage and experience academic success by acknowledging their culture, language and identity, in particular priority learners such as Maori and Pasifika • Value identity, language and culture in the delivery of learning to support Maori students engage and experience success (integrate elements of student’s identity and culture into the curriculum) • Support Maori students through knowing their potential, set goals and take action to enjoy success (high expectations/access to learning pathways of their choice) • Make learning relevant, engaging, rewarding and positive for Maori students • Collaborate with iwi and Maori organisations to lift student’s performance. Collaborate with other organisations to lift all students performance
Collegial Pastoral, vocational and curriculum knowledge, skills and understanding are shared with colleagues and positive connections are made with other curriculum specialists in order to support	<ul style="list-style-type: none"> • Work in a collegial and co-operative way with all Te Kura staff • Share and maintain expertise within and across subject specialties • Collaborate, plan and share good practice and contribute to innovation on an on-going basis • Contribute positively to the school’s team culture

student learning and provide wrap-around support of student learning	<ul style="list-style-type: none"> Proactively share the responsibility for maintaining a safe working environment at all times
<p>Assessment and reporting</p> <p>Assessment information and progress are reported in a timely way in accordance with Te Kura assessment policy and regulatory requirements</p>	<ul style="list-style-type: none"> Set goals and expectations of students learning and performance (with the student) Ensure students and supervisors are well informed regarding educational, personal and social progress, goals and achievements Facilitate regular dialogue with each student about progress against their programme of learning and long term goals and providing feedback and feed forward Complete and maintain accurate records on student, engagement, interaction and achievement Assess educational and social progress using a variety of methods Utilise student achievement data to target resources for optimal effect
<p>Education Plans</p> <p>Student Educational Plans are co-constructed with the student and Whanau</p>	<ul style="list-style-type: none"> Develop educational plans in collaboration with students and stakeholders. The plans support learning objectives and future pathways Education plans are reviewed regularly to meet the changing needs of the student.

Working Relationships

Internal working relationships

- Team Leaders, Regional Managers, DCE Ako, Kaiarahi, Kaitautoko, Relationship Coordinators, Senior Teachers, Teachers, Curriculum Leaders
- Liaison Teachers
- Student Support Advisors
- Learning Advisors
- Operations and Performance Wahanga staff
- Chief Executive's Office staff

External working relationships

- Community-based organisations and workplaces
- Educational providers (e.g. schools, tertiary providers, wanaga, additional reading tuition)
- External providers for mentoring or internship and their mentors
- Supervisors

Delegations

Nil

Major Challenges

Guiding and supporting students to engage in learning experiences and activities that focus on the mastery of the specific content area as it relates to the NZ Curriculum and NZ Standards (e.g. NCEA, literacy and numeracy standards, Te Whariki).

Qualifications, Attributes and Experience

Essential

- Knowledge of the purpose, principles and practices underpinning future-orientated learning (3.0 Education, authentic learning and personalised learning)
- Understanding of the pedagogy and strategies for building compelling online education opportunities
- Strong pedagogical knowledge
- Demonstrated successful classroom teaching experience, cross curricula teaching and learning across projects and authentic learning opportunities for students
- Demonstrated ability to build effective learning relationships and to engage students in relevant learning
- Demonstrated ability in building effective partnerships/networks/ relationships. For example: iwi, family, supervisors, whanau, community, and/business groups
- Willingness to innovate and adapt practice to best meet student needs
- Demonstrated knowledge of Maori and other cultures including understanding the concepts of; *Ako, Mannakitanga, Mana motuhake, Nga whakapiringatanga, Wananga, and Kotahitanga*, and acknowledgement of New Zealand's multicultural society
- Demonstrated understanding that Maori students are connected to whanau and should not be viewed or treated as separate, isolated and disconnected, and ability to understand students in their cultural context eg caring for students as Maori or Pasifika
- Demonstrated knowledge, familiarity and awareness of the NZ curriculum's key competencies, and relevant professional teaching experience
- Up to date knowledge of NZQA (for secondary positions) and current assessment methods
- Enthusiastic, positive attitude, empathy with, and understanding of, young people and having high expectations for every student
- Meets NZTC competencies to maintain current NZ Teacher Registration and holds current Practising Certificate
- Demonstrated ability in use of some or all of the following authentic learning related skills: motivating, coaching, mentoring and scaffolding learning and an awareness of the need for students to learn in authentic contexts
- Demonstrated ability to develop student skills in: learning presentation, careers competencies, effective communication, self-reflection and personal promotion.
- Demonstrated knowledge, familiarity, and awareness of available technological resources including information and communication technology (ICT) and its capabilities, and the impact of ICT and e-learning on creation and facilitation of students learning environments
- Demonstrated understanding of systems thinking
- Proven competence in utilising ICT to facilitate Education 3.0 and 21st Century learning in teaching practice, and willingness to learn new systems
- Excellent communication skills, including: written, oral and active listening
- Demonstrated awareness of the need for students to learn in authentic contexts, and persistence and perseverance to engage in a variety of ways
- Experience in developing quality teaching and learning resources in a variety of media
- Demonstrated ability to develop personalised programmes of learning
- The ability to coach, guide and obtain honest feedback from supervisors in a distance setting

Preferred

- Working knowledge and ability in Te Reo or a Pacific language

- Specialist knowledge in more than one curriculum area
- Awareness of the strategies and practices of distance learning delivery
- Working knowledge and experience of: Desire to Learn, Student Management Systems, Online Teaching and Learning Environment (OTLE), Adobe Connect, Video Conferencing and Skype
- Active in professional learning communities

Schedule A

Schedule A describes additional duties of some kaiako who have specific additional responsibilities. The name for staff with additional duties described below is 'Kaituitui' (the person who threads people together).

In addition to the key accountabilities/responsibilities, and major tasks outlined in this position description, Kaituitui with the core focus of delivering learning programmes through advisories, will have the following key accountabilities;

To:

- establish, organise, and facilitate regular face-to-face advisories for full-time students and young adults;
- visit full-time students' homes to establish initial contact and explain how Te Kura operates and the requirements of attending an advisory;
- establish, maintain and manage effective professional relationships with key stakeholders in the designated area.

A position holder with the additional accountabilities outlined immediately above will be expected to travel extensively within the designated area. The mode of travel will be confirmed in discussion with Regional Manager at the time of appointment.

The designated area and student allocation may change from time to time depending on student roll and needs.

The Kaituitui with additional responsibilities is aligned to a Regional office or will have a Remote Working Arrangement Agreement.

Schedule B

Schedule B describes the 0.5 FTE duties as a Regional Learning Support Coordinator (RLSC) which some Kaiako will undertake alongside their 0.5 FTE teaching position. This will be time release only.

In addition to the key accountabilities/ responsibilities, and major tasks outlined in this position description, the Regional Learning Support Coordinator will have the following key roles and responsibilities:

- Develop the regional rationale and process for allocation of Learning Support funding
- Assist with the identification of students who qualify for learning support, including intensive literacy/ numeracy support, teacher aide, additional teacher and Special Assessment Conditions (SAC)
- Develop and manage regional relationships with local learning support providers
- Provide pedagogical advice and support to Learning Advisors
- Liaise with Qualifications Team regarding SAC processes
- Identify professional learning needs and opportunities for regional staff
- Support and guide Learning Advisors in the identification of Learning Support needs
- Support and guide Learning Advisors in their work with students receiving funding
- Liaise with Te Kura centralised Learning Support Team regarding employment of learning support workers

This position is directly linked to curriculum access and pedagogy, and will be supported by existing regional administration support.

The Regional Learning Support Coordinator reports through their Team Leader to the Regional Manager and is aligned to a regional office.